

STRATEGIC PLANNING IN ISLAMIC EDUCATION:
AN EXPLORATORY COMPARATIVE CASE STUDY
OF STRATEGIC PLANNING IMPLEMENTATIONS
AT TWO MALAYSIAN PUBLIC UNIVERSITIES

AHMAD RAMZI MOHAMAD ZUBIR

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THE UNIVERSITY OF EDINBURGH

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Declaration

I, the undersigned, hereby make a solemn declaration that this thesis is written by me and any reference made to the works is duly acknowledged.

Ahmad Ramzi Mohamad Zubir

ABSTRACT

The purpose of this study is to determine how strategic planning is implemented in Malaysian Islamic public universities and how it can further improve the management and administration of those institutions. The study was done on a comparative method between two largest Malaysian public universities, namely, the International Islamic University Malaysia (IIUM) and the National University of Malaysia (UKM).

The researcher considered in particular the similarities and differences between the two universities' strategic planning and the potential benefits and limitations of the same. The researcher employed a survey instrument consisting of a triangulation of interviews, document analysis and direct observation. The survey included examinations of successful strategic planning implementations in universities in countries like the UK and the USA.

Analysis of the survey responses indicated the following findings: (a) Both universities share similarities in certain elements of their strategic planning, and differ in certain other elements of their strategic planning; and, (b) Respondents agreed that strategic planning has a considerable number of potential benefits as well as limitations.

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INTRODUCTION

Dr Mahathir Mohamad, the then Malaysian Prime Minister, in a report in *Utusan Malaysia*, a local newspaper dated May 2, 2002, said the government found out that most of the unemployed Malay graduates had pursued studies in fields like arts and religion. He went on to comment that job opportunities for graduates who pursued arts subjects and religion were limited only to the teaching field. "The government could not create job opportunities merely because there were many graduates who pursued studies in non-vital fields" (*Utusan Malaysia Online*, p. 2).

This is only one of numerous challenges the Islamic education sector is facing in Malaysia. It refers to what the government and the public expect from the education system: a system that guarantees future career opportunities for graduates. As far as change of policy is concerned, Islamic education institutions have seen their funding, student intake quotas and future expansion either stalled completely or cut by more than half.

In order to guarantee their survival, Islamic education institutions need to undergo a reassessment and a rethinking process based on an inside-out approach. They need to look at where they are now and ask the question, Where do we want to go? They need to have a plan.

There are many educational innovations and practices. Schools and universities all over the world are creating processes to continually improve the efficiency and the effectiveness of their institutions (Jennings, 1993, cited in

Evanich, 1997). Some have gone even further by employing quality systems such as ISO 9002 in their operations.

Islamic education institutions have not been responsive in coping with the mainstream trends. Some still resort to traditional teaching and learning methodologies, while some have syllabi and curricula that date back centuries. If Islamic education is to survive, we must find ways to improve our institutions. According to Howard Butz (1995, cited in Evanich, 1997), the integration of the philosophy and tools of strategic planning can help create a vision for the future of a school.

Many public school districts in the United States which faced a similar situation in the mid '90s turned to strategic planning as a model for change, intending to bring about the quality improvements or restructuring best suited to their district (Evanich, 1997).

Strategic planning dates back to process innovations developed at the Harvard Business School in the 1930s (Melcher & Kerznell, 1988 cited in Evanich, 1997). The emphasis on strategic planning grew because of the turbulent environment of the '60s and '70s and the need for organizations to sardine. Strategic planning was designed for business and government personnel to examine economic and environmental changes taking place all over the world. Wide usage of strategic planning has been common in the private for-profit sector for the last 35 years. In the public sector it was primarily used before the 1980s only by the military. Only in the last 12 to 17 years has it become a more common

planning tool for many public and non-profit organizations. Some states in the United States even have legislative mandates which require that a strategic plan be developed and implemented by all school districts in that state (Bryson, 1988).

In research conducted by Conley (1992, cited in Evanich, 1997) entitled '*Strategic Planning in America's Schools: An Exploratory Study*', respondents felt strongly that while strategic planning is useful for making small incremental changes, the primary outcome of strategic planning is restructuring of education. McCune (1986) in Evanich (1997) claims that strategic planning provides an effective process for restructuring by examining what has changed and what the possibilities are for future change. Strategic planning outlines what is to be accomplished to achieve the future vision of the organization (Herman & Herman, 1994 in Evanich, 1997).

There has been very little, if any, research conducted on the limitations and/or benefits of strategic planning in Islamic education. Islamic educators still doubt its practical suitability in Islamic education and how it can help nurture it. Therefore this study is important in trying to find ways to solve the dilemma.

Problem Statement

Education is not only about teaching and learning. They are at least the foundation of education. But in the world that we are living in today, with the tremendous changes that have taken place and a future that is looking all the more uncertain, if not turbulent, education has evolved from the traditional meaning of transmitting

knowledge to others to a more complicated task. It requires leadership qualities, management & administration skills and the most crucial part, planning capabilities.

Failure to plan means planning for failure. Islamic education in Malaysia has benefited from the Islamic revivalism among the Muslim community, which began in the '70s, and from the Islamization process started by the government in the '80s. There are more institutions offering Islamic courses today than 20 years ago. They vary from universities and university colleges to colleges either public or private. Their numbers have increased in the past 30 years. But apart from the numbers (quantity), what about the quality of the courses offered? What are their goals as far as the product (graduates) is concerned? What is their response to the developments in instructional methods, teaching aids and above all, administration of academic institutions which involves none other than the questions of how do you manage the organisation and also how do you do the planning?

Do they do environmental scanning? What about threats and opportunities? Are they very well aware of them? These are fundamental questions.

How can the Islamic education sector be further improved in terms of the management and administration of the institutions, teaching and learning practices, anticipation of future changes that may effect them and also the products that they offer and/or produce (courses, students etc.) by integrating modern management and planning techniques such as strategic planning?

Purpose of Study

The purpose of this study is to gain an understanding about: (a) The current practice of strategic planning in Islamic education; and, (b) Possible 'customisation' of existing models to accommodate the characteristics and uniqueness of Islamic education. This exploratory multiple-case study will examine the current practice to see if it is effective and more likely to improve the quality of Islamic education. The study will explore the advantages as well as problems in implementing strategic planning in Islamic education institutions and at the same time study any compatibility issues, benefits and/or limitations.

Research Questions

The following research questions will guide this study:

- What are the similarities of the universities' strategic planning?
- What are the differences of the universities' strategic planning?
- What are the potential benefits of strategic planning?
- What are the potential limitations of strategic planning?

Importance of the Study

This study is important for three reasons. Firstly, according to Slavin (1989) in Evanich (1997), the pendulum of educational restructuring innovations swings not

on progress supported by data, but on trends due to the social and political climate. Slavin believes we need “an infrastructure capable of promoting lasting and beneficial change in educational practice” (p. 753). To do this, decisions for change must be based on meaningful data and institutions need to focus staff development efforts and provide on-going training and follow-up on proven quality programmes. Strategic planning addresses these, regarding data as a key premise for decision-making and provides focus through the strategic planning process.

Secondly, to date, research on strategic planning has been very limited, and even less research is available on Islamic education. Thus, research on how the latter can benefit from strategic planning process and procedures has yet to be conducted.

Thirdly, there are many educational innovations and practices. Islamic education needs to accommodate itself to existing and future developments especially in instructional methods, programme development, course materials and teaching aids, for instance the emergence of distance learning, video conferencing, virtual learning, the Internet, which are significantly related to the transmittal methods of knowledge. Islamic education institutions also should not exclude the development of other potential academic products in the form of new courses and programmes to be more competitive with other fields of study. Strategic planning does just that. It requires organizations to perform internal and external auditing so

as to recognize its strengths, weaknesses, opportunities and threats, and act on them wisely.

Finally, it should be noted that the research is conducted only with reference to Malaysian public universities and university colleges that are either Islamic universities/university colleges or have Islamic studies faculties or departments.

PART I: REVIEW OF THE RELATED LITERATURE

CHAPTER 1

ISLAMIC EDUCATION (AN OVERVIEW)

Introduction

This section is intended to give a general description and overview about Islamic education and its nature. It will also highlight the relationship between religion (Islam), and education. This will hopefully help us to clarify the origins, characteristics and principles that guide Islamic education. It will be significant for anyone wishing to incorporate any 'innovations' in Islamic education to have full knowledge of these elements as a prerequisite for his success.

Definition

The term 'Islamic education' is being used interchangeably with 'religious education' in the Muslim world. In Malaysia, schools that teach Islamic subjects as well as other subjects are largely called 'Sekolah Agama' (religious school). Beyond that, government departments that deal with Islamic and Muslim matters are also called 'Jabatan Agama' (Religious Department). Throughout the researcher's review of numerous materials, the term 'religious education' can only be understood as referring to Islamic education when the subject of the discussion

is about teaching Islam in Muslim countries. As we will come across in the next few pages, the meaning of the term or the religion it refers to depends on the official religion of that particular country.

It is the researcher's opinion, however, that the correct term should be 'Islamic education', as only by using this term can we fully distinguish it from teachings of other religions such as Christianity or Judaism, and at the same time, avoid any confusion that may arise from the usage of the term 'religious education.'

As far as the definition is concerned, Islamic education, according to Ashraf and Hussain (1979), is "an education which trains the sensibility of pupils in such a manner that in their attitude to life, their actions, decisions and approach to all kinds of knowledge, they are governed by the spiritual and deeply felt ethical values of Islam". (p. 1) They go further to note that what distinguishes the Islamic system of education from the modern Western system is the importance it attaches to faith and piety as one of its fundamental aims:

Thus what distinguishes the Islamic system of education from the modern Western system is the importance it attaches to faith and piety as one of its fundamental aims. In the West, the aim of education is spoken of as being to produce a good individual and a good citizen, both of which aims Islam can accept. But having secularised education completely, the West fails to indicate how in the absence of a set of moral values, either of those aims can be realised. Western society is today in danger of disintegrating. There

is nothing to hold it together except state laws, and when the justice of the state laws is in question, moral anarchy and urban lawlessness are the response. (p. 38)

This differentiation was in fact highlighted by a Muslim organisation in the United Kingdom, the Union of Muslim Organisations of United Kingdom and Ireland (U.M.O) in its 'Guidelines and Syllabus on Islamic Education', published in 1976:

Religious education means the teaching of religion as a comprehensive way of life. Pure 'theological training' or what may be called 'religious instruction' – that is, the training that makes a child aware of how to say prayers, how to fast, how to pay *zakat* and how to perform *Hajj* – is differentiated in Great Britain from 'religious education' by which is meant the moral and spiritual training of the child. This differentiation is not possible when we teach Islam since the teaching of Islam means the teaching of both aspects simultaneously. Both together cultivate an attitude to life without which 'religious education' becomes a mode of imparting information about religion rather than a means of cultivating a religious attitude to life. The term 'religious education', therefore, means religious instruction as well as moral and spiritual training of children. Children should be taught not only the tenets of Islam as rituals and formulae but also the moral and spiritual principles

which provide the basic foundation of those tenets. In other words, though apparently religious education may be separated from religious instruction or from the teaching of *Fiqh* or the rules and regulations of Islamic tenets, they must be shown in practice to be integrally related to each other. That is why both parents and teachers should know and practise Islam and not segregate knowledge from practice. (U.M.O, p. 7)

From the abovementioned definitions, it can be concluded that Islamic education lays a stress not only on the ‘exterior’ side of the product – the pupil – but also on the ‘interior’ side, the spiritual side. Only with spiritual guidance can a product of the education system have a meaningful attitude to life. Note that U.M.O not only puts forward the issue of establishing the difference between the Islamic and Western system of education, but also their point of view about ‘religious education’, at least in the UK.

In a similar tone, Che Omar Haji Awang (1996), writes:

Islamic education can be defined as the process of imparting knowledge, the training of mind and body and the moulding of the character of a person, so that it brings the person to the nearest point of the perfect human being. (p. 47)

Aims and Objectives of Islamic Education

Syed Muhammad Naquib al-Attas, a prominent figure in Islamic education, stresses that the aim of education in Islam is to produce a 'good man.'

What is meant by *good* in our concept of a 'good man'? The fundamental element inherent in the concept of education in Islam is the inculcation of *adab* (*ta'dib*), for it is *adab* in the all-inclusive sense that I mean, as encompassing the spiritual and material life of a man that instills the quality of goodness that is sought after. *Education* is what the Prophet (p.b.h) meant by *adab* when he said:

'My Lord educated (*addaba*) me and made my education (*ta'dib*) most excellent.' (Al-Attas, 1977, pg.1)

Islamic education consequently insists that piety and faith must be clearly recognized in syllabuses as an aim to be systematically pursued. The test of any syllabus must be whether it brings the learner nearer to an understanding of God and of the relation in which man stands before his Maker. The subject the learner studies may be any one of the numerous subjects offered by a university; it could be something other than the conventional. But in each case the test of its validity and effectiveness will be whether it fosters a deeper awareness of the Divine Presence in the universe. If it does not, it should be clearly understood to be at variance with the Islamic notion of education. (Ashraf & Hussain, p.38)

It is from this premise that insistence on the study of scripture as the first step in education springs. The word of God can be relied upon to strengthen the foundations of faith, and once this has happened, the learner can proceed to explore the world without fear of losing his spiritual bearings.

As a comparison, Article One of the Covenant of Arab Cultural Unity signed in 1964 defines the general aim of the modern education in the Arab World as:

The creation of generations of Arabs, believing in God, loyal to the Arab homeland, confident in themselves and in their nation, aware of their responsibility to their nation and humanity...armed with science and morals, so as to share in the advancement of Arab society by maintaining the position of the glorious Arab nation, and safe-guarding its rights to freedom, security and dignified life...

However, Tibawi (1972) argues that beneath the rhetoric, somewhat mellowed in translation, the aim seems to be more ideal than practical, and of more national utility than of benefit to individual citizens. Compared with the traditional Islamic aim, which has been succinctly put as “happiness in this world and in the next”, the modern formulation is less concrete (Tibawi, pp. 206 – 207).

Religion and Education

The relation between religion and education is an important issue to be addressed. This is because religion provides an all-comprehensive norm of man and an all-inclusive goal for education. According to Ashraf (1979), this norm has stability because the values are regarded as absolutes derived from the absolute attributes of God, which are being continually realized in a relative context in time and space. Contextual change only leads to change in emphasis and focus, modification and alteration of stress and relative importance of change in values.

Religion thus provides a meaningful goal for education. According to religion this goal is revealed to man and thus it has an objective status. It is not concocted by man or just derived from experience. All experience is tied down to time and space, hence relative. But this goal is verified by experience as the most desirable one because it has succeeded in transforming barbarous people like the pre-Islamic Arabs into the most advanced, civilized and cultured people of the world and produced individuals of unquestioned character and sterling merit.

Islam has made this goal the most balanced and comprehensive conceivable in the world. Man is regarded as potentially the vicegerent of God on Earth. God has given man authority over entire creation. In order to realize this authority in actual life man

must acquire wisdom which transforms him into a good man and at the same time turns him into a wise master. Education is that process which helps man in acquiring this wisdom. It is therefore a comprehensive process because it trains emotional, intellectual and sensual faculties simultaneously. God has revealed to man his nature and the laws that lead man to total efflorescence of his personality. Man is expected to learn through experiments and work out the details of that process whose broad foundations are given to man in the Quran and whose human example is historically preserved in the life, activities and sayings of The Prophet Muhammad, peace and blessings of Allah be on him. (Ashraf, p.xiii)

Foundations of Islamic Education

Islamic education is founded on four aspects (Lateef, 1975): (a) History; (b) Social; (c) Philosophy; and, (d) Psychology as will be discussed in detail in this section.

Historical Foundation

Every classical Arabic work that deals with Muslim education begins with some discussion, detailed or short, of a single theme; the tracing of the roots to the

Quran and the traditions which represent the sayings (*hadith*) and the practice (*sunnah*) of Muhammad (p.b.h)

The Quran, the holy book of the Islamic world, is the basis and foundation of Islamic education. Muslims believe that the Quran was revealed by God, over fourteen hundred years ago, to the Prophet Muhammad (p.b.h).

In the Quran it is written: 'Read in the name of thy Lord Who created; He created man from a clot. Read and thy Lord is most Honourable, Who taught to write with the pen, taught man what he knew not' (96:1-5).

On the whole, pre-Islamic Arabian tradition was oral, and its rich heritage in poetry was transmitted orally. The Quran itself, revealed piecemeal in the lifetime of the Prophet, was first proclaimed orally and transmitted by word of mouth. Not before the end of a generation was it written down in an authorized version. (Tibawi, p. 23)

The early Islamic community established no institutions and the Islamic state assigned no funds for direct expenditure on teachers of reading and writing to the young. They regarded this as the private concern of parents. This very circumstance contributed to the rise of a class of private teachers and soon, enterprising teachers who, unlike the former, had special places for instruction, ultimately known as *Maktab* or *Kuttab*.

In view of the religious basis of Islamic society, it is not surprising that the mosque was, from the earliest days of Islam, the hub of the community, and that in addition to its religious and even social role, it soon acquired an educational

function – it became the earliest school in Islam. Here scholars would meet to discuss the Quran, and before long, they began to teach the religious sciences, especially the study of *Hadith* (tradition), since devout Muslims were deeply interested in learning all they could about the Prophet Muhammad. As the realm of Islam expanded, the number of mosques, where instruction in the basic rules and precepts of the faith were held, increased enormously. Within three centuries Baghdad, for instance, possessed some 3,000 mosques, and in the fourteenth century an estimated 14,000 were to be found in Alexandria. (Nakosteen, 1964, p. 47 cited in Lateef, 1975, p. 6)

Before long many acquired fame as centres of learning and scholarship, developing into important institutions with large libraries and thousands of students. Here students learnt to read and recite the Quran and lectures on such subjects such as the Quran, law, tradition, Arabic philology, history, and sometimes even medicine were given to large audiences comprised of young students, mature townspeople, and travellers passing through. Thus, the association of the mosque with education remained one of its characteristics throughout history.

Almost simultaneously, a system of elementary schools was established to supplement the educational opportunities available in the mosques. This very early and rapid development of elementary education with its emphasis upon religious training can be explained in two ways. First, Islam has always placed a high value upon education, as indicated by numerous traditions (Hastings, 1912, p. 199). One

of these, for example, which is attributed to Muhammad himself, states: "The best generation is mine (i.e., of my companions), the next best the following one and the next one the succeeding one. . .".

Therefore, the early generations were made part of the historical foundations of Islamic education. The actual work of these generations was largely transferred through the medium of the *Hadith*. The original motivation must have been to anchor the accepted interpretation of Islam to the most authoritative point, based more or less on the explicit or implicit belief that the earliest generations must have thought and acted under the Prophet's teaching. The *Hadith* contains in itself almost all points of view on every problem, which were developed by Muslims during the first three centuries or so.

In order to collect, sift and systemize this massive collection of material, a number of eminent scholars began to travel throughout the length and breadth of the then Muslim World. This powerful movement is known as 'The Seeking of the *Hadith*.' Eager seekers went from place to place learning from man to man. By the end of the third and the beginning of the tenth century, several collections had been produced, six of which have since then been regarded as being especially authoritative and are known as 'The Six Genuine Ones.' Foremost among these is the *Sahih* (the 'Genuine') of Muhammad ibn Ismail al-Bukhari (194-256/810-70) acclaimed later by Muslims as being next only to the Quran in authority. The *Sahih* of Muslim ibn al-Hajjaj (d.261/875) comes next, close to that of al-Bukhari. The four remaining collections are the works of Abu Daud (d.275/888), al-

Tirmidhi (d.279/892), al-Nasa'i (d.303/916) and Ibn Majah (d.273/886) (Rahman, 1966, pp. 63-64).

The products of the modern system of Islamic education who care to study Islam scientifically are bound to study the Quran and the *Hadith*. However, according to Rahman (1966), the Quran must be made the primary and indeed the sole director of human life and the source of law (pp. 68-69).

Social Foundation

The social foundations of Islamic education are influenced by the religion of Islam. The word 'Islam' to a Muslim means submission to the will of God, and to live in an Islamic society means to be influenced by people who are striving for spiritual qualities as well as secular knowledge. Such an influence ultimately creates an atmosphere where, whether it is within the home or within an institution, each human being is treated with love, justice, consideration and respect. It is reported that the Prophet said: "All creation is the family of Allah, and the dearest of the creations of Allah is he who is best to his family. So achieve peace among the different communities".

The social forces and cultural values acquired by Muslims are directly proportionate to the degree that they seek knowledge, and the seeking of knowledge is incumbent upon every Muslim from the cradle to the grave, therefore

it is logical to say that the seeking of knowledge is the social foundation of Islamic Education.

In 'A Manual of Hadith', Ali (n.d) writes:

The Holy Prophet made it incumbent on those who came to him to seek knowledge to impart the same to others, and desired even those who were considered to be in the lowest strata of society to be uplifted to the highest level through education. Islam, in fact lays the basis of mass education, education of man as well as woman, of children as well as adults. Writing was encouraged and acquisition of knowledge was made the standard of excellence. (p. 31)

Philosophical Foundation

From its inception, the philosophical notions underlying the foundations of Islamic education have remained unchanged.

The arts and sciences came to possess stability and a crystallization based on the immutability of the principles from which they had issued forth. It is this stability that is often mistaken for stagnation and sterility.

The arts and sciences in Islam are based on the idea of unity, which is at the heart of the Muslim revelation. Just as all genuine Islamic art provides the plastic forms through which one can contemplate the Divine Unity manifesting itself in multiplicity, so too do all the sciences that can properly be called Islamic.

In its universal sense, Islam may be said to have three levels of meaning. All beings in the universe, to begin with, are Muslim, i.e., 'surrendered to the Divine Will,' willingly or unwillingly. "What, do they desire another religion than God's, when to Him has surrendered whoso is in the heavens and the earth, willingly or unwillingly, and to Him they shall be returned?" (Quran, 3:83). A flower cannot help being a flower; a diamond cannot do other than sparkle. God has made them so; it is theirs to obey. Secondly, all men who accept with their will the religious law of Islam are Muslim in that they surrender their will to that law. Finally, we have the level of pure knowledge and understanding. It is that of the contemplative, the level that has been recognized throughout Islamic history as the highest and most comprehensive. It is when a Muslim realises that his whole being is surrendered to God; he has no separate individual existence of his own. He is like the birds and the flowers in his yielding to the Creator; like all the other elements of the cosmos, he reflects the Divine Intellect to his own degree. He reflects it actively; his participation is a conscious one. Therefore, 'knowledge' and 'science' are defined as basically different from mere curiosity and even from analytical speculation.

The intellective function, so defined, may be difficult for Westerners to comprehend. Were it not for the fact that most of the great scientists and mathematicians of Islam operated within this matrix, it might seem so far removed as to be irrelevant to this study. Yet, it is closer in fact to the Western tradition than most are likely to realize. It is certainly very close to the contemplative strain of

the Christian Middle Ages – a strain once more evoked in part, during the modern era, by the German school of Naturphilosophie and by the Romantics, who strove for communion with Nature. (Lateef, p. 10)

Viewed as a text, Nature is a fabric of symbols, which must be read according to their meaning. The Quran is the counterpart of that text in human words; its verses are signs, just as are the phenomena of Nature. Both Nature and the Quran speak forth the presence and the worship of God: “Soon we will show them our signs in the farthest regions of the earth and among their own people until it becomes manifest to them that it is the truth. Is it not enough that their Lord is witness over all things?” (Quran, 41:53).

Psychological Foundation

The following notions of al-Ghazali suggest that we have intuitive knowledge of our existence, demonstrative knowledge of God’s existence and sensitive knowledge of the existence of particular things:

There are various grades of knowledge of God. The lowest grade is the faith of the common people based on authority and tradition. A higher grade is the knowledge of the learned based on deduction and reflection. But the highest knowledge is gained through *Mukashafa* (certitude). *Mukashafa* is a certitude which is the result of the light that God instils into the heart when it is purged of vices and filled with virtues through *Ilm Al-*

Muktamala (knowledge which comes to those who have intimacy with God) (Lateef, p. 20).

In relation to the subject at hand, Seyyed Hossein Nasr (1982) mentions the following:

Al-Razi, sometimes called 'the Arabic Galen', is the greatest clinical physician of Islam, well known in both the West and the East. His authority in medicine has been second only to that of Avicenna whom he excelled in his observational powers. Rhazes, as his name bears out, was born in Rai where he spent the first part of his life. He is said to have been a lute player who, at the age of thirty, turned from music to alchemy. Then, as a result of the weakening of his eyesight, relatively late in life, he devoted his whole attention to medicine.

As a master of psychosomatic medicine and psychology, Razes treated the maladies of the soul along with those of the body and never separated the two completely. He, in fact, composed a work on the medicine of the soul in which he sought to demonstrate the way to overcome those moral and psychological illnesses, which ruin the mind and the body and upset that total state of health that the physician seeks to preserve. In his book, named 'Spiritual Physic' in its English translation, Rhazes devoted twenty chapters to the various ailments that beset the soul and body of man." (Lateef, p. 46)

In accepting the premise that the cognitive part of man is within the soul, we realize that Rhazes' contribution to the moral and psychological health of man's soul is, indeed, of fundamental importance to the learning process.

When the soul is good and virtuous, zealous to attain virtue and acquire felicity and obsessed with the winning of true sciences and certain knowledge, its owner is obliged to take thought for those things which invoke the retention of these conditions and the maintenance of these prescriptions. Now, just as in medicine, the rule for preserving the body's health is to use that which is wholesome to the constitution, so the rule of preserving the health of the soul is to prefer association and intercourse with such persons as are congenial and collaborative in respect to the aforementioned qualities. Nothing has a greater effect on the soul than a companion or a close friend. For this reason, one must be on one's guard against the intimacy or fellowship of persons not adorned with these talents and especially against intercourse with men of evil and defective character, such as those who have achieved notoriety for tom-foolery and impudence, or expended their aspiration on attaining the fruits of foul appetites or engaging in lewd pleasures. The avoidance of this class is the most important condition and the thing most necessary for one who would preserve this health. (Tusi, 1964, pp. 113-114)

Educational Theory in Islam

The essence of Muslim education is stated in the divine revelation in the Quran (the first word revealed to Prophet Muhammad (p.b.h) was 'Read' – Quran, 96:1) and is restated in greater detail in the traditions of the Prophet Muhammad (p.b.h) (one of His *Hadith* is "The quest for knowledge is incumbent upon every Muslim man and Muslim woman"). It took more than two centuries of practice for a still more detailed exposition of theory to be formulated. Most of the formulations were necessarily close to the first principles laid down in the divine revelation, but some of them were designed partly to accommodate lapses from the ideal and partly to rationalize innovations. (Tibawi, p. 35)

Although classical Arabic literature highlights names such as al-Zarnuji, Ibn Khaldun and the Brethren of Purity, among others, no theory of education is more authoritative, systematic and comprehensive than that bequeathed by al-Ghazali. His view of the *Maktab* and what should be taught in it corresponds to that of his predecessors and the current practice in his time. But he surpasses them in the high moral standards he expects from the teacher. He who undertakes the instruction of the young, insists al-Ghazali, "undertakes a great responsibility". He must therefore be as tender to his pupils as if they were his own children. He must correct moral lapses through hinting rather than direct prohibition, gentle advice rather than reproof. Above all, he himself must set an example so that his actions accord with his words (Tibawi, p. 37).

In discussing the process of learning, Tibawi (1972, p. 38) suggests that al-Ghazali re-echoes the doctrine of reminiscence: "Knowledge exists potentially in the human soul like a seed in the soil; by learning, the potential becomes actual." And yet there are two distinct channels in his system through which learning is acquired: actual application and divine inspiration, the efforts of mind and body on the one hand and a "light from God" on the other. Here the mystic in al-Ghazali asserts the firm belief in a divine illumination more efficacious than human reason.

This is not a denial of the operation of reason; it merely places it in a hierarchical order second to divine grace. Al-Ghazali's system is balanced enough that its preoccupation with things divine and mystical experience leave room also for rational thinking, logical deduction and empirical observation. Nor does it neglect the needs of the body. While al-Ghazali warns against luxuries that lead to laziness he recommends that the primary school pupil should be allowed physical exercise including walking. "After school", he writes, "the pupil must be allowed to play for recreation but not to the degree of exhaustion. To prevent play and to insist on continuous study leads to dullness in the heart, diminution in intelligence and unhappiness."

Al-Ghazali's ideas dominated Islamic educational thought for centuries after his death. With one notable exception, which is Zarnuji, practically all educational literature down to the beginning of modernization in the nineteenth century is either inspired by his writings or directly derived from them. Nothing of

special value was added to theory; authors were content to reproduce their predecessors often in rather condensed form.

In the twentieth century though, an Islamist and educationist, Syed Muhammad al-Naquib al-Attas, championed the movement of 're-Islamicising' knowledge and revitalizing Islamic education. In his book 'Aims and Objectives of Islamic Education', al-Attas underlines what he calls 'The essential elements of the Islamic system of education' (Al-Attas, 1977, p. 43). These are:

- The concept of religion (*din*)
- The concept of man (*insan*)
- The concept of knowledge ('*ilm* and *ma'rifah*)
- The concept of wisdom (*hikmah*)
- The concept of justice ('*adl*)
- The concept of right action ('*amal* as *adab*)
- The concept of the university (*kulliyyah – jami'ah*)

He explains that in terms of practical application, the first (the concept of religion) refers to the purpose of seeking knowledge and involvement in the process of education, the second (the concept of man) to the scope, the third (the concept of knowledge) to the content, the fourth (the concept of wisdom) to the criteria in relation to the second and third, the fifth (the concept of justice) to the employment in relation to the fourth, the sixth (the concept of right action) to the method in relation to the first down to the fifth, and the seventh (the concept of the university) to the form of implementation in relation to all that precedes it.

From the researcher's point of view, and as agreed upon by Che Omar Haji Awang (1996), in speaking about the teaching and learning process, one cannot afford to ignore the most basic element of the process, knowledge (*'ilm*). Thus the nature of knowledge in Islam has a great impact on the process of acquiring it and will shape the patterns of thinking of teachers and students and guide them to an intended direction.

CHAPTER 2

STRATEGIC PLANNING

Scholars are fairly consistent in their definitions of strategic planning. Strategic planning is defined as a process, tool, effort and means used to achieve what an organisation wants in the future. It deals with the question of WHERE the organisation is going and HOW it's going to get there (Bryson, 1988; Quong, 1998; McNamara, n.d; and Cook, 1994 cited in Evanich, 1997). Strategic planning can be a context for change – for moving from a current state to the creation of something entirely new and different. Strategic planning is focused on the vision of education in the future. Strategic planning provides a process for making rational decisions and is systemic (Evanich, 1997).

History

The history of strategic planning begins in the military. According to 'Webster's New World Dictionary', strategy is "the science of planning and directing large-scale military operations, of manoeuvring forces into the most advantageous position prior to actual engagement with the enemy". Although the understanding of strategy as applied in management has been transformed, one element remains key: The aim to achieve competitive advantage.

Taking its name and roots from the military model, early models of formal strategic planning reflected the hierarchical values and linear systems of traditional

organisations. Undertaken by elite planning function at the top of the organisation, its structure was highly vertical and time-bound. A certain period would be set aside to analyse the situation and decide on a course of action. This would result in a formal document. Once this was done, the actual work of implementation – which was considered a separate, discrete process – could begin. Although individual definitions of strategy vary, traditionally, theorists have considered planning an essential part of organisational strategy.

Strategic planning in organisations originated in the 1950s and was very popular and widespread from the mid-1960s to mid-1970s, when people believed it was the answer to all problems, and corporate America was “obsessed” with strategic planning. Following this “boom” strategic planning was cast aside and abandoned for over a decade. The 1990s saw the revival of strategic planning as a process with particular benefits in particular contexts.

Here is a brief account of several generations of strategic planning. SWOT (strength, weaknesses, opportunities and threats) analysis model dominated strategic planning of the 1950s. The 1960s brought qualitative and quantitative models of strategy. During the early 1980s, the shareholder value model (financial and investment strategy model) and the Porter model (business strategy model) became standard. The rest of the 1980s was dictated by strategic intent and core competencies, and market-focused organisations. Finally, business transformation became *de rigeur* in the 1990s.

Subsequent newer models of strategic planning were focused on adaptability to change, flexibility and importance of strategic thinking and organisational learning. “Strategic agility” is becoming more important than the strategy itself, because the organisation’s ability to succeed has more to do with its ability to transform itself, continuously, than whether it has the right strategy. Being strategically agile enables organisations to transform their strategy depending on the changes in their environment.

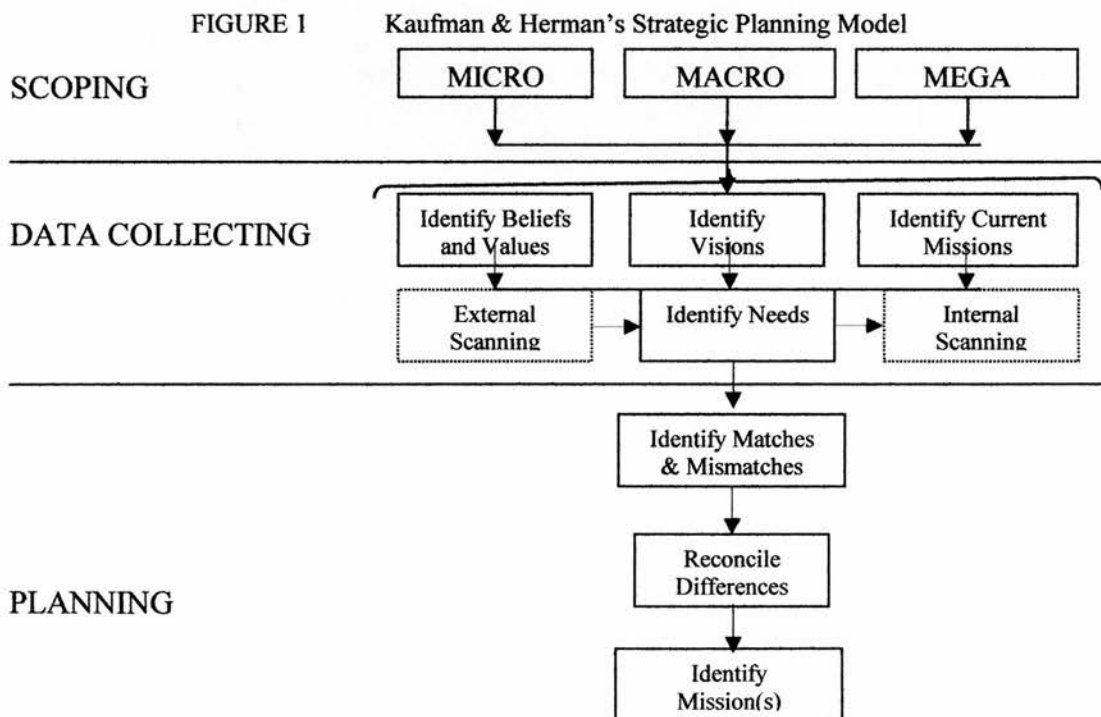
During the past decade, institutions of higher education had to confront numerous changes in their external and internal environment, and respond to emerging challenges i.e. decreasing financial support, rapid technological advances, changing demographics, and outdated academic programs. As a result, many universities engaged in strategic planning as means to make beneficial, strategic changes and to adapt to the rapidly shifting environment.

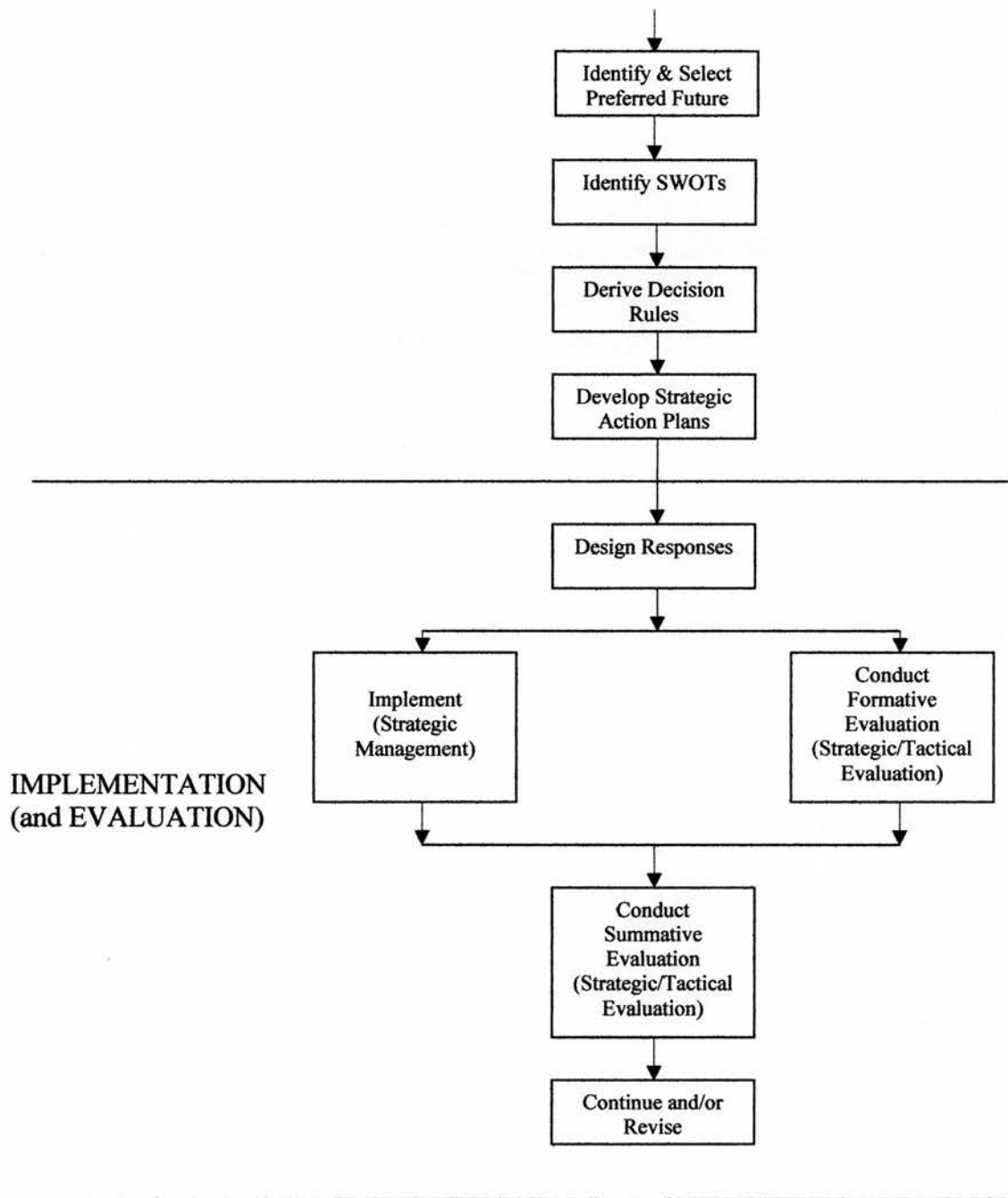
Overall, strategic planning at universities has been only moderately successful, as only few were able to achieve significantly successful results and transform themselves dramatically. Others have been able to make important changes in parts of their operations. But many institutions have stumbled, dissolved into controversy, or lost their nerve. Although attempts have been made to explain successes and failures of strategic planning in higher education, opinions differ. As a result, there is no consensus (or clarity) on major determinants of strategic planning’s success in universities.

Models

There are a variety of strategic planning models. According to Kaufman and Herman (1991), there are more than fifteen useful models for strategic planning in education. Other models, however, have not proven useful; and some adaptations have resulted in plans, which are muddled and, at best, incomplete.

Following is an example of a basic strategic planning model and process as suggested by Kaufman and Herman (1991). Kaufman and Herman (1991) claim that the model can be applied to any and all: (a) Educational systems, public and private; and, (b) Any educational level, from nursery/preschool to higher education. The suggested model, shown below, has four major clusters: (a) Scooping; (b) Data collecting; (c) Planning; and, (d) Implementation and evaluation.





Methodology

The strategic planning methodology depends on a successful integration of discipline and process. The discipline contains the components of the strategic plan and the process is the organizational system through which the components are established (Cook, 1990, cited in Evanich, 1997). Although not all authors use the same terminology, they all seem to address a discipline and processes in their methodologies. There are some differences, however when the discipline and the processes are further broken down. Nonetheless, each seems to have an identifiable, organized and logical methodology, which is more similar to, than different from, the others.

The discipline or vital components tend to include somewhere in the plan the development of: (a) Guiding principles or core belief statements; (b) A vision and or mission statement; (c) Limitations and parameters; (d) Internal analysis; (e) External analysis; (f) Measurable objectives; (g) Strategies; and, (h) Action plans for the future (Conley, 1992; Cook, 1990; Dlugosh, 1993, cited in Evanich, 1997).

The process piece in strategic planning determines how the plan will develop and who will do what. The plan becomes the strategic management process for the school district. It is appropriate that the process be adapted to fit each local school district needs. The process often takes nine months to a year to complete, and it is absolutely essential that all people involved in the process develop a trust that the process will work. The processes, though varying slightly,

tend to include the following: (a) Selecting a facilitator; (b) Setting the climate for planning; (c) Gathering adequate information for decision-making; (d) Selecting and appointing the strategic planning team; (e) Holding the first planning session; (f) Communicating the plan; (g) Building action teams; (h) Working action teams; (i) Holding additional planning sessions; (j) Securing board approval; (k) Implementing; and, (l) Annual updating (Cook, 1990; Dlugosh, 1993, cited in Evanich, 1997).

Benefits Of Strategic Planning (In General)

Strategic planning serves a variety of purposes in organisation, including:

- Clearly defining the purpose of the organisation and to establish realistic goals and objectives consistent with that mission in a defined time frame within the organisation's capacity for implementation.
- Communicating these goals and objectives to the organisation's constituents.
- Developing a sense of ownership of the plan.
- Ensuring the most effective use is made of the organisation's resources by focusing the resources on the key priorities.
- Providing a base from which progress can be measured and establishing a mechanism for informed change when needed.

- Bringing together everyone's best and most reasoned efforts which has an important value in building a consensus about where an organisation is going.

Strategic Planning in Higher Education

“Strategic planning is a formal process designed to help a university identify and maintain an optimal alignment with the most important elements of the environment within which the university resides.” This environment consists of “the political, social, economic, technological, and educational ecosystem, both internal and external to the university” (Rowley et.al., 1997, pp. 14-15).

Need for Strategic Planning in Higher Education

Universities are driven to engage in a strategic planning process by a variety of forces. These include: increasing demand for higher education concurrent with a decline in government funding, changing student demographics, and a need to compete with the emerging models of higher education while keeping the essence of a traditional comprehensive university. A strategic planning process can help prepare a university to face these emerging challenges.

According to Benjamin & Carroll (1998), “if current trends continue, more than one-third of the Californians seeking to enrol in “a state university” will be unable to do so by the year 2015.” Consequently, to avoid such outcomes,

universities need to “make major structural changes in their decision-making systems...and reallocate scarce resources” (p. 21). Universities should also “pursue greater mission differentiation to streamline their services and better respond to the changing needs of their constituencies” (pp. 22-23). Strategic planning can aid the university in accomplishing these tasks.

Strategic planning is one of the steps the universities can take to address the challenges described above. Strategy is a tool for the university to find its competitive advantage and place within the environment.

The present lack of effective strategic planning has led to dire predictions from many observers. Glassman and Rossy (n.d) writes, “Institutions of higher education that do not rethink their roles, responsibilities, and structures...can expect a very difficult time in the next decade and the next generation. Some will not survive. Most will be expected to do much more with far less”.

Benefits of Strategic Planning for Higher Education

Engaging in a strategic planning process benefits universities in a variety of ways.

Strategic planning, according to Max and Majluf (1996, p. 32):

- Creates a framework of determining the direction a university should take to achieve its desired future,
- Provides a framework for achieving competitive advantage,
- Allows all university constituencies to participate and work together towards accomplishing goals,

- Raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction of the university,
- Allows dialogues between the participants, improving understanding of the organisation's vision, and fostering a sense of ownership of the strategic plan, and belonging to the organisation,
- Aims to align the university with its environment,
- Allows the university to set priorities.

Unique Aspects of Strategic Planning in Higher Education

(a) Differences between a business model and a university model:

- Time frame

In the “business world”, the strategic planning model timeframe is 2 to 3 years; in universities, it usually takes 5 or more years.

- Consensus

The business model is generally top down, although it is still necessary to get the support and involvement of people in the company. Because of the importance of shared governance in university management, faculty's involvement is key, and building consensus right from the beginning becomes essential for university-based strategic planning.

- Value system

The universities' guiding principle – long-term investment in educating people – is different from business' bottom line approach. Differences in the value system require a different approach to strategic planning at universities.

- Customers

Universities do not have a clearly defined customer; students, employers, and the community may all be considered “customers.” As a result, defining goals and measuring effectiveness consistently with the university's mission is problematic.

- Context

Change is especially difficult to accept at universities, because by nature universities are about preservation.

(b) The process of strategic planning in higher education:

The process itself is important to opening the lines of communications, and engaging faculty and staff in the dialogue. The fact that we engage in “strategic thinking” is more important than the final product – the plan. The decision-makers can make choices in the context of their understanding of the faculty's dialogue, different vantage points, and the university's overall mission. It is similar to empowerment in the corporate model. If participants understand the thinking around issues, then management can empower them to make decisions, because employees' decisions will reflect the overall context. According to Barry Munitz, former California State University chancellor, universities need to establish where

their strategic competitive advantage is. “As you begin your own strategic planning effort, be thoughtful and concise and specific about where you want to make this campus’s mark. What do you do well, what do you do differently, what do you do better than most others. Those things that you care less about and you do less well should disappear” (Munitz, speech at CSUN, 1995)

- Reward system

University’s faculty is rewarded mainly based on research and teaching. For strategic planning to succeed, faculty should be rewarded for a broader range of things (i.e. initiatives related to strategic planning), while the essence of the university – teaching and research – is preserved. People participate in activities that get rewarded, so universities have to be willing to shift resources and allocate funds for strategic priorities. In essence, strategic planning goals and objectives should be linked to the reward system.

- Commitment at the top

Commitment at the top is essential for success. The university president has to be willing to push and support strategic planning activities, and never lose focus on that. Similarly, high-level executives must be truly committed to and involved in them.

- “Loosely coupled system”

The university is “a loosely coupled system of units that need to work together for a mutually beneficial future, but understand that their differences would often create tension. These units simultaneously seek autonomous distinctiveness and interdependence. The continued attention to the balancing of these two dimensions became the glue that held the strategic planning process together and provided the context for implementation” (Glassman & Rossy, n.d.). Designing a loosely coupled process recognizes the uniqueness of each part of the university.

- Participatory planning

The need for participatory planning stems from the universities’ “shared governance” model. “Within colleges and universities, the major means of production (teaching & research) are ... the exclusive rights of the faculty, and ... top-level strategic-decision making cannot be adequately accomplished without the advice and consent of professoriate ... The faculty ... can exercise significant veto power over the options available to university administrative leadership” (Rowley et. al., 1997).

Finding a mechanism to get faculty involvement at every stage, and particularly at the implementation stage, becomes essential to success; faculty can’t be “commanded,” but have to be willing to voluntarily participate.

- Alignment

While allowing for flexibility, alignment means that universities within the system support strategic goals of the larger system, and that the units within the university support campus goals. Colleges and deans could define their own ways to establish goals, and choose what is important to them within the framework of the university-wide strategic planning process. This fosters a feeling of ownership of the process, and personal contribution to it.

- Allow for differences

Design of strategic planning differs between the university level, the college level, and the department level. The process for each college needs to be customized to that college's unique environment, keeping in mind the high degree of heterogeneity of the population within the university. For example, CSUN, is not one homogeneous university, but nine colleges living on the same geographical turf.

Limitations of Strategic Planning in Education

Universities may encounter a multitude of problems as they go forward with their strategic planning process. This section discusses several of these difficulties and offers ways to minimize or avoid them.

(a) Potential problems

Strategic planning is an involved, intricate, and complex process that takes an organisation into uncharted territory. It does not provide a ready to use prescription for success; instead, it takes the organisation through a journey and helps develop a framework and context within which the answers will emerge. Literature and research has documented extensively the possible problems that may arise during the process. Being aware of these issues and being prepared to address them is essential to success: the organisation's strategic planning effort may fail if these potential pitfalls are ignored. To increase universities' awareness, this section reviews some of these limitations:

- Commitment

One of the major challenges of strategic planning is ensuring commitment at the top because in some ways, strategic planning reduces executive decision-making power. It encourages involvement throughout the organisation, and "empowers" people to make decisions within the

framework defined by the strategic planning process. As a result, this shifts some of the decision-making from the executive office to the participants.

Commitment of the people throughout the university “grows out of a sense of ownership of the project” (Mintzberg, 1994, p. 172). Such commitment is essential to success. Strategic planning implies organisation-wide participation, which can only be achieved if people believe that their involvement counts, and that they will benefit from the process.

- Inflexibility of plans and planning

Strategic planning might inhibit changes, and discourage the organisation from considering disruptive alternatives (Mintzberg, p. 178). Planning might inhibit creativity, and “does not easily handle truly creative ideas” (Mintzberg, p. 180). A conflict lies with a desire to “retain the stability that planning brings to an organisation ... while enabling it to respond quickly to external changes in the environment” (Mintzberg, p. 184).

- Control

Strategic planning, if misused, might become a tool for gaining control over decisions, strategies, present, future, actions, management, employees, markets, and customers (Mintzberg, pp. 201-202), rather than a comprehensive and integrated instrument for bringing the organisation to its desired future.

- Public relations

Strategic planning may be used as a tool to “impress” “influential outsiders” (Mintzberg, p. 214), or to comply with requirements for strategic planning imposed from the outside, such as accreditation requirements.

- Objectivity

Strategic planning dismisses intuition and favours readily available, interpretable “hard” data (Mintzberg, p. 191), and assumes that all goals are “reconcilable in a single statement of objectives” (Mintzberg, p. 193).

- Politics

Strategic planning might increase “political activity among participants” (i.e. faculty and administration, or individual participants), by increasing conflict within the organisation, reinforcing a notion of centralized hierarchy, and challenging formal channels of authority (Mintzberg, pp. 197, 200).

Avoiding Limitations

- (a) “Opportunistic planning”

Opportunistic planning allows organisations to be flexible and open to making changes to the strategic planning process, if it becomes necessary in the face of unexpected events and changes in the initial assumptions. “Organisations need a good combination of formal and opportunistic planning.” “Organisations

that rely exclusively on formal planning could trap themselves in unbearable rigidities.” Those whose decision-making capability is entirely opportunistic will be constantly reacting to external forces, without a clear sense of direction” (Hax & Majluf, 1996, pp. 35-36).

(b) Planners as facilitators

“Planners should not plan, but serve as “facilitators,” catalysts, inquirers, educators, and synthesizers to guide the planning process effectively” (Hax & Majluf, p. 34).

(c) Participation

Organisations should encourage active participation of as many people as possible including the faculty, administration, students, and alumni, engaging them in the ongoing dialogue, and involving them in the strategic planning process, to generate a feeling of ownership of the process and the outcomes throughout the organisation.

(d) Creativity

Using “a series of incremental steps that build strategies” and integrating them into the entire organisation will help adjust the course of action of strategic planning with overall organisational vision and strategic issues, while allowing for creativity and flexibility for change (p. 35).

(e) Flexibility

Strategic tasks should be interpreted “not as rigid hierarchical sequences of actions, but as a useful conceptual framework” for addressing issues essential to the successful operation of the organisation (p. 36).

Current Practice in Universities

Introduction

As described earlier in previous sections, strategic planning has already been introduced and implemented in many universities throughout the world. This section will try to look into this practice and to give comments on it based on published materials, especially materials that are available on-line. The researcher has chosen, randomly, a number of examples of implementation of strategic planning at higher education institutions in two different countries, the United Kingdom (UK) and the United States as detailed below:

(a) Britain:

- i. University of Edinburgh
- ii. Queen Margaret University College, Edinburgh

(b) United States of America:

- i. The University at Albany,
- ii. California State University (CSU)

- iii. University of Missouri – Columbia (UMC)
- iv. Georgia Southern University (GSU)
- v. Florida International University (FIU)
- vi. Texas A & M University

The purpose of the study is to review and learn from the experiences of these institutions in their implementation of strategic planning. The researcher tried to study all aspects of the implementation, right from the start as the institutions did their planning i.e. the process they undertook to do the plan until the implementation or action stage. The researcher has every confidence that only by this mean, a thorough study on how and why the institutions carried out their strategic plan can be done successfully.

Methodology

The researcher opted to carry out a two-phase study. In the first phase, the researcher did a case-by-case study during which all of the institutions are studied one by one. During the study, the researcher looked into a number of aspects (criteria) described in the form of questions:

- 1) How did they do it? (The process – models, consultants used)
- 2) What were their priorities? (Focus points of their planning)

- 3) What were the results / outcome of the planning? (Positive / negative impacts) – Was it a success or a failure?
- 4) What were the problems / obstacles they encountered during the planning process? How did they overcome them?

In the second phase, the institutions are studied in whole. This was done as to enable the researcher to arrive at a conclusion to the study carried out. It was also done using the technique of getting answers to predetermined questions as listed below:

- 5) What can we learn from their experiences?
- 6) What are the similarities and differences among the institutions in terms of what they have done and gone through?
- 7) What are the advantages or disadvantages the institutions have on other institutions that do not implement strategic planning?

Findings

Findings or to be more accurate, answers to questions 1 to 4 are illustrated in the form of table in Appendix A. This is to enable readers have a clearer and succinct picture of the results of the study made. Unfortunately, due to a limited source of information, the researcher could not come up with all the answers to the above questions when studying some of the institutions thus resulting in

incapability to reach to a holistic conclusion. In these cases, the researcher could only give comments based on what was both available and accessible in terms of printed documents, published materials and Internet resources.

Answers to questions 5 to 7 were drawn up in the conclusion below.

Conclusion

Q5: What we can learn from the experiences of these institutions in implementing strategic planning in their operation is:

- 1) Strategic planning requires an organization to give its full commitment in terms of time and money spent, synergistic participation from all its members and full pledged effort to stick to the plan developed.
- 2) An organization trying to implement strategic planning needs to have a leadership that is willing to push the organization forward and at the same time ready to listen to the grassroots.

Q6: Every institution studied seems to have one thing in common; the goal to be better in terms of their quality standard and the aim to be the best among the best. And to achieve this, they saw strategic planning as the most appropriate tool to get them there.

What differentiates them from one another is the approach they chose. This is evident from the models selected, committees formed and consultants chosen to advise them in doing the planning. This can also be understood as the flexibility both the institutions and strategic planning process have when it comes to the 'How' question. It is from this flexibility that strategic planning gains its strength.

The institutions also have differences in terms of the priorities or focus points of their planning. This can be seen as their understanding and acknowledgement of their own strength and weaknesses.

Q7: There is no absolute answer to the question of what are the advantages or disadvantages the institutions have compared to those that do not implement strategic planning. However, judging from documents available, institutions that have a strategic plan do have an advantage over those who don't in terms of what to achieve and where to go (goals and objectives). In short, they have clearer vision and mission, two prerequisites for any organizations willing to succeed in the turbulent market place that has become more unpredictable.

What we can learn from the experiences of these institutions in implementing strategic planning in their operation is: (a) Strategic planning requires an organisation to give its full commitment in terms of time and money spent, synergistic participation from all its members and fully pledged effort to

stick to the plan developed; and, (b) An organisation trying to implement strategic planning needs to have a leadership that is willing to push the organisation forward and at the same time ready to listen to the grassroots.

There is no absolute answer to the question of what are the advantages or disadvantages that these institutions have compared to those that do not implement strategic planning. However, judging from the documents available, the institutions that have a strategic plan do have an advantage over those who do not in terms of what to achieve and where to go (goals and objectives) and have clearer visions and missions.

CHAPTER 3

THE DEVELOPMENT OF ISLAMIC EDUCATION IN MALAYSIA

Introduction

This chapter outlines the development of Islamic education in Malaysia. It is organised into four parts: (a) The *'umumi* system of the *Pondoks*; (b) The *nizami* system of the *Madrasahs*; (c) Integration into the national education system; and, (d) The establishment of Islamic tertiary education institutions. The purpose of the four parts is to highlight and to provide a descriptive overview of the historical background of Islamic education in Malaysia, focusing on how it had progressed into a strategically planned system.

The *'Umumi* System of the *Pondoks*

The word "*pondok*", from the Arabic "*funduq*" (a temporary residence), has the general meaning in Malay of "hut", and was used in this particular context to denote the small, usually one to two-person huts in which students lived while studying with a *guru* or teacher. Communities of such structures, often very numerous, came to be known collectively as *pondoks*. (Roff, 2004, p. 2)

Islam was brought to the Malay peninsula in the fourteenth century. However, it took five more centuries for the Muslims to institutionalize their Islamic education system. According to Roff, the first *pondok* schools in the peninsula date from the nineteenth century as a result of two external factors: (a) Islamic renewal and revivalism in the Hejaz and the Middle East and (b) The growing British presence in the Malay states that brought with it active Christian proselytisation. Roff continues by saying:

The form they took is said to have been introduced from either or both Sumatra or the ethnic Malay state of Patani in southern Siam. The latter especially was important, for it was here that the teachings of a notable 'alim, Syaykh Daud b. Abdullah al-Fatani, flourished in the early years of the nineteenth century and spread into the populous north-eastern Malay state of Kelantan (Roff, p. 2).

Pondoks practiced an 'umumi system and organisation which means a system which is undifferentiated, unstructured and public. This can be seen from the teaching and learning process, curriculum used, certification and management of the institution.

The teaching and learning (instructions) process at *pondoks* was distinct. It can be identified by students sitting in a semi-circle (*halaqah*) with the *tok guru* sitting in the middle, and the *tok guru* reading the 'text book', and if it was in Arabic – Malay *kitab*s in Jawi were also used – translating it into Malay and explaining (*syarah*) whatever was conceived as dubious by the students, while the

students read with him, and wrote between the lines of their texts in Malay. Most of the time there would be no question and answer sessions. After each *halaqah* the students would then go to their ‘tutors’ – normally seniors appointed by the *tok guru* and comprising those who were the brightest amongst the students – to discuss anything they didn’t understand during the *halaqah*. The methodology of learning used was: ability to listen and comprehend, memorization of the texts, and recital of the texts in front of the *tok guru* or his appointed ‘tutors’. Such a recital was usually the sole method of evaluation and assessment of the students’ progress. Length of residence and study in a *pondok* was never determined. It might be anything from a few months to ten years or even longer, depending on what sort of knowledge the student wanted to gain and also his determination to carry on with *pondok* life. Among the subjects taught were Koran, Tafsir, Hadith, Tauhid, Fiqh, Tasawwuf, Morals, and Arabic grammar.

One of the characteristics of the ‘*umumi*’ system adopted by *pondoks* was education without certification, meaning that a student who entered *pondok* education would not have to sit for any examinations that would enable him to receive a certificate, thus he or she would leave his or her *pondok*, having completed a certain period of study, perhaps with an *ijazah* authorizing them to teach specific texts, but without a certificate or transcript stating a certain level of knowledge or skills he had acquired.

That *pondoks* were an institution of the people, built and brought up by the people, is common knowledge. There were *pondoks* that were developed by

individuals, and there were some others, which were built by groups of people through *waqf* and donations from the community. As a result, *pondoks* were developed according to how much money they got. This led the *pondoks* to experience severe problems and turbulences in order to survive. Problems that were common included those related to physical facilities (building, teaching instruments, library etc.), which were far behind any government-funded schools or institutions.

Administration and management of the *pondoks* was carried out by the *tok gurus* themselves or their assistants or a committee led by the *tok gurus*. These people did their work voluntarily without taking any remuneration and did it on a part-time basis. It was quite common that they comprised of those who had no experience whatsoever in any kind of administration job before. It was up to the *tok gurus* who themselves often lacked the skills required to manage an institution to run the *pondoks* according to their own judgment. This resulted in *pondoks* being mismanaged or running out of funds.

It can be concluded that the '*umumi*' system had many disadvantages in terms of the instructions and curriculum used, and it also lacks proper planning and management.

The *Nizami* System of the *Madrasahs*

In the course of the nineteenth century, Malay students began to flock to the Middle East to further their study of Islam. The most popular places were Egypt, Mecca, Beirut and India. Among those who were early Malay graduates of El-Azhar University, Cairo were Sayyid Syeikh al-Hadi and Syeikh Tahir Jalaluddin who were influenced by the teachings of the reformist movement in Egypt led by Jamaluddin Afghani and his mentees, Muhammad Abduh and Rashid Redha. Muhammad Abduh eventually became the Syeikh of al-Azhar and introduced some innovations there during his tenureship. Both al-Hadi and Syeikh Tahir later led a similar movement in Malaya, the so called *Kaum Muda* (Young Faction, or reformist) which contrasted with the *Kaum Tua* who represented the conservative ulama mainly from the *pondok* institution. They introduced a new kind of education system, a carbon copy of what was adopted in Egypt, by establishing what were called *madrasahs* (school in English). The *madrasahs* they built were modern-style Islamic schools, more systematic and more modern in their management, curriculum and instructions to that of the *pondoks*'. The system soon came to be known as *nizami* (structured).

Madrasah al-Iqbal al-Islamiyyah in Singapore was the first to be opened in 1908, to be followed by a few others soon after. Among the most famous were the Madrasah al-Ihsaniyyah in Telok Anson (present Teluk Intan), Perak, the Madrasah Jam'iyyah al-Khairiyyah near Muar, Johor, the Madrasah al-Islamiyyah

in Penang, the Madrasah Masriyyah at Bukit Mertajam, Province Wellesly (present Seberang Perai), the Madrasah Hamidiyyah in Alor Setar, Kedah, and the Madrasah al-Khairiyyah in Kota Bharu, Kelantan (Roff, 2004, p.5). Sayyid Syeikh al-Hadi, who played a leading role in setting up the *Al-Imam* (a reformist newspaper) and Madrasah al-Iqbal, later opened the Madrasah al-Masyhur al-Islamiyyah in Penang.

Among the ‘modernisations’ introduced by the *madrasahs* were the introduction of regular terms and graded curricula, and examinations resulting in *ijaza* or certificates (Roff, 2004). To accommodate popular demand, teachers were brought in from the Middle East and India. Beside regular Islamic subjects like Arabic, Fiqh, Tauhid and Akhlaq, the *madrasahs* also offered academic subjects like History, Geography, Mathematics, English and even Town Planning. But, in contrast with *pondoks*, *madrasahs* sometimes charged fixed monetary fees. As time moved on, *madrasahs* evolved and, compared to *pondoks*, the state governments were also later involved in the setting up of the new-style institutions. Those which were built by the state governments were called “*Sekolah Agama*” (Religious School) or “*Sekolah Arab*” (Arabic School) and those built by individuals or community groups, from donations or waqf, were called “*Sekolah Agama Rakyat*” (SAR--People’s Religious School). The latter were privately financed and did not receive any government financial aids. But, following enquiries made by committees set up by the federal government, *Sekolah Agama Rakyat* (SAR) were also given financial aid in the form of grants to assist them

with issues of upgrading teaching and learning standards etc. It was not until 2002 at the height of global concern about Islamic extremism that the government decided not to carry on funding the SAR (Bernama, 30 December 2002, p.1)

The new system eventually received a great reaction from the society. As already mentioned in the previous section, the *madrasahs* set a new trend in the society. However, this phenomenon is quite understandable. The society's mentality towards education, particularly Islamic education had changed, becoming more materialistic and *duniawi* (world-oriented, as opposed to *ukhrawi* – hereafter-oriented). As Roff (2004) notes: "No driver was more important, however, in promoting the expansion of *pondok* and *madrasah* education in Malaya in these decades, and in shaping its growth in important respects, than the remarkable process of bureaucratization of Islamic authority that took place in the Malay states during the colonial period" (p. 7). When the British colonized the Malay states in the nineteenth century, they gained control over all aspects of administration of the states except those related to Islam and Malay customs. According to the Pangkor Treaty signed on 20 January 1874, which marked the beginning of British colonization of the Malay states:

Raja Muda Abdullah became Sultan and agreed to accept a British Resident whose advice must be asked and acted upon on all questions other than those touching Malay religion and custom.

Integration into the National Education System

A broad conception on education policy within the context of national development was first discussed and taken into consideration in 1955, two years before independence. During the time, when the country was on the verge of getting independence, the first on the priority list of the lawmakers was to create and construct a unique national identity for all Malaysians. In order to achieve this through education, a committee consisted of fifteen members headed by Dato' Abdul Razak was set up in 1956. The main tasks of the committee was: (a) To set up and implement the National Education Policy; (b) To unite the people from all races in the country; (c) To establish Bahasa Melayu as the national language; and, (d) To review the 1952 education system. The committee came up with a report famously known as "*Penyata Laporan Razak*" (The Razak Report), debated in and passed as an ordinance by the Parliament in 1957.

Among the recommendations of the committee was to include Islamic religion subject in the government's school curriculum. The committee recommended that the subject must be thought in every school that had a minimum of fifteen Muslim students, with full funding by the federal government. The recommendation was further endorsed by another committee set up in 1960 and later became law, known as the Education Act, in 1961. The act came into effect one year later. Islamic religion subject was included in schools' timetable and was

thought two hours per week to Muslim students in public schools, both in primary and secondary levels, by qualified trained teachers appointed by the government.

As a continuation of the Act, a committee named "*Jawatankuasa Kabinet Mengkaji Pelaksanaan Dasar Pelajaran*" (Cabinet Committee for The Review of the Education Policy Implementation) was set up in 1974 to study the implementation of the education policy. The committee was headed by the then Education Minister, Dr Mahathir Mohamad. The committee made a significant recommendation to the cabinet. It suggested that Islamic religion not only be taught to Muslim pupils in government schools, but furthermore it should be a compulsory subject for Muslim students in examinations conducted by the Education Ministry.

It should be noted that before 1961, Islamic education was placed under the jurisdiction of the state governments. It was only when the Education Act was implemented that the federal government played a role in the administration of Islamic education. However, this meant that as a result of the implementation of the Act, there were now two parties involved in supervising Islamic education, the federal government, and also the state governments. However, in 1974, nearly all state governments handed over matters regarding Islamic education in primary schools to the federal government, to be administered by the Education Ministry. In addition to that, with the agreement of the state governments, the federal government took over fourteen secondary Islamic schools throughout the country. The schools were renamed "*Sekolah Menengah Kebangsaan Agama*" (SMKA--

National Religious Secondary School). However, state governments still currently hold responsibility over tens of SMAs (*Sekolah Menengah Agama*--Religious Secondary School).

Establishment of Islamic Tertiary Education Institutions

Formal tertiary Islamic education in Malaysia began in 1955 with the establishment of *Kolej Islam Malaya* (Islamic College of Malaya) in Kelang, Selangor. The college was later acquired by the Education Ministry in 1971. In 1959, a department of Islamic studies was founded at the University of Malaya, Kuala Lumpur with close cooperation from the college. The cooperation however ended in 1970 when the college was merged with Universiti Kebangsaan Malaysia (UKM) to form the Islamic Studies Faculty of that university (Abdul Halim Mat Diah, 1989, p.19). The faculty consisted of five departments:

- a) Department of Quranic and Prophetic Studies
- b) Department of Syari'ah
- c) Department of Usuluddin and Philosophy
- d) Department of Dakwah (Islamic Propagation) and Leadership Studies
- e) Department of Arabic and Islamic Civilization Studies

In 1965, the Kelantan state government set up the Islamic Higher Studies Centre of Kelantan in Nilam Puri in a campus formerly a palace of the Sultan. The name was later changed to Islamic Higher Studies Foundation of Kelantan in 1969. The setting up of the institution was initiated by the state government who were then under the control of PAS (*Parti Islam se-Malaysia*--All Malaysian Islamic Party). The institute was eventually merged with University of Malaya (UM) in 1981 to form the Islamic Academy of that university. The academy had four study courses:

- a) Faculty of Syari'ah
- b) Faculty of Usuluddin
- c) Bachelor Degree in Islamic Education
- d) Pre-Academy Courses

Other public universities had also introduced Islamic studies courses. Universiti Teknologi Malaysia (UTM) developed an Islamic Education Unit where Islamic studies courses are run, followed suit by Universiti Pertanian Malaysia (UPM), Universiti Sains Malaysia (USM) and Universiti Utara Malaysia (UUM).

In 1983, the Malaysian government, together with some other Muslim countries founded the International Islamic University, Malaysia, with its temporary campus set up in Petaling Jaya, Selangor. The main objective and philosophy of the university was the 'Islamization of human knowledge' as well as producing Muslim intellectuals and professionals. In the year 2000, the university moved into its all new permanent campus in Gombak, Selangor.

The state governments were also active in setting up Islamic studies tertiary institutions at the state level. Besides Kelantan, which set up an institute in Nilam Puri, Terengganu came up with KUSZA (*Kolej Ugama Sultan Zainal Abidin--Sultan Zainal Abidin Religious College*) in 1981. The college not only offered Islamic studies subjects, but also other academic subjects at diploma level. Other states soon followed suit, with Pahang, Johor, Melaka, Negeri Sembilan, Selangor and Kedah setting up their own Islamic Colleges.

In 2003, there were two Islamic universities, two Islamic studies faculties, and seven Islamic colleges funded by either the federal or state governments in Malaysia. As part of the Islamization process introduced by the Malaysian government under the then Prime Minister, Tun Dr Mahathir Mohamad, Islamic Civilization was made a compulsory subject for all students, Muslims and non-Muslims in all public universities.

Conclusion

The *Pondoks*, which were the first Islamic education institution set up in Malaysia, had embarked on an '*umumi* system which was undifferentiated and unstructured. The *Madrasahs*, a more comprehensive, systematic school Islamic system which came later on introduced the *nizami* system which was structured and used modern style educational organization system. Soon after independence, the government took over the responsibility of providing Islamic education to Muslim pupils,

channeling funds and building schools with well equipped facilities. The government's planning went further by establishing colleges and universities which offered a wide range of Islamic courses at the tertiary level.

CHAPTER 4

STRATEGIC PLANNING IN ISLAMIC EDUCATION IN MALAYSIA

Research Methodology (Comparative Case Study Design)

Case study research typically involves the observation of a particular individual or phenomenon (Cohen & Manion, 1989). Yin (1994) states that case studies are the preferred method of research when questions of *how* and *why* are being asked or, in the case of exploratory research, *what* occurred. According to Yin, case study research is appropriate when the events cannot be manipulated, and when the focus is on a recent innovation implemented in a real-life setting. Yin contends that case study is not just a data collection strategy, nor is it strictly a design feature; it is an extensive research strategy. Case study is considered an extensive research strategy due to the complexity of the variables involved, multiple sources for data collection, the need for triangulation and theoretical approaches, which guide the collection and analysis of data.

A study of Strategic Planning in Islamic Education, as it relates to restructuring public education institutions, meets the specifications for a case study. The phenomenon that will be studied is implementation of strategic planning at universities offering Islamic studies courses. The study is an exploratory investigation trying to determine: What are the perceptions of some university personnel on the implementation itself. Introducing and implementing

strategic planning in Islamic education institutions is a recent innovation. It is impossible to manipulate the events, since they had already occurred; and it is also impossible to control all the variables, which influence the outcome.

In case study research, the researcher chooses one of two principle methods of observation: non-participant observation or participant observation. In non-participant observation, the researcher is aloof from the group activities being investigated, and care is taken to remain outside the group being studied. In participant observation the researcher becomes a part of the group being studied. The researcher might go undercover in order to truly experience group membership. The method of observation selected by the researcher depends on the setting in which the study will be conducted. If it is a natural setting, participant observation is usually the preferred method of observation. In an artificial setting, non-participant observation is the preferred method (Cohen & Manion, 1980).

For the purpose of this study, the researcher was a non-participant observer. The setting was artificial, as the researcher set appointment times for the purpose of interviewing and collecting documents.

Multiple or comparative case studies occur when the researcher includes more than a single case in the same study (Yin, 1994). According to Webb, Campbell, Schwartz, and Sechrest (1966, cited in Evanich, 1997), single methods of investigation are no longer adequate in our complex society. An advantage of multiple-case studies is that they can be considered to be potentially more compelling and robust than a single case study (Herriott & Firestone, 1983 in

Evanich, 1997). In order for a multiple-case study to be more robust, it must follow “a replication logic” (Yin, 1994, p. 45). Each case is considered a whole study, with additional cases serving as replications. The researcher should be able to predict at the outset of the study whether the results across the cases will be a *literal replication* (same results) or whether they will be a *theoretical replication* (contrasting results but for a predictable reason) (Yin). Yin also suggests that when the researcher wants the result to be a literal replication, two to three cases will produce the desired results unless there is a need for a high degree of certainty. If a high degree of certainty is necessary, it is advised to include five, six, or even more replications. When the researcher wants to produce a theoretical replication, the number of cases needed depends on the complexity of the external conditions. It may be necessary to include a large number of cases in the study.

To add robustness to this study, a multiple-case study approach was chosen. It is appropriate to include four case studies, as the researcher predicted a literal replication, meaning that each case study would show similar results. It is predicted that the implementation of strategic planning would be perceived to produce a higher degree of quality management at these universities.

Exploratory study is chosen primarily because “such a technique is felt to be most appropriate for an area of study that is still unclear, not much reported on and documented but yet recognized as important as it dominates the business world” (Zainal Abidin Mohamed, 1989).

The research method described above has been proven a success by numerous previous researchers such as Evanich (1997), who did a research on the implementation of a combined total quality management and strategic planning in school districts in the United States, and Zainal Abidin Mohamed (1989) who conducted research on the practice of strategic planning in Malaysian agro-based public enterprises.

The Four Universities of the Study

Malaysia currently has seventeen public universities and university colleges, but only four of them are either Islamic universities/university colleges or have Islamic studies faculties. These four will be the focus of the research. They are: (a) University of Malaya (UM); (b) International Islamic University Malaysia (IIUM); (c) Universiti Kebangsaan Malaysia (National University of Malaysia – UKM); and, (d) Islamic University College Malaysia (KUIM).

This section will highlight all four of them in terms of the following: (a) General information about the university; (b) Institutions in the university; (c) Islamic studies programme at the university; and, (d) Current planning activities. The information gathered here were mostly adapted from the universities' official websites on the Internet.

University of Malaya, Kuala Lumpur

(a) General Information

The University of Malaya, the first university in the country, is located on a 750-acre (309 hectare) campus in the southwest of Kuala Lumpur, the capital city of Malaysia. The university grew out of a tradition of service to the society. Its predecessors, the King Edward VII College of Medicine established in 1905 and Raffles College in 1929, were established to meet urgent demands, one in medicine and the other in education. The two came together to form the University of Malaya in October 1949, this was so that as a single entity, they might perform an even greater service--to help lay the foundations of a new nation by producing a generation of skilled and educated citizens. Hence the University of Malaya was established on October 8, 1949 as a national institution to serve the higher education needs of the Federation of Malaya and Singapore (Both achieved independence in 1957. Singapore eventually left the Federation in 1963 to form a separate independent nation).

The university grew rapidly in the decade immediately following its establishment and this resulted in the setting up of two autonomous Divisions in 1959, one located in Singapore and the other in Kuala Lumpur. In 1960, the government of the two territories indicated their desire to change the status of the Divisions into that of a national university. Legislation was passed in 1961 founding the University of Malaya, Kuala Lumpur, on January 1, 1962.

(b) Institutions

The university consists of two academies, which include the Islamic Studies Academy, six centres, twelve faculties and four institutes.

(c) Islamic studies programme

The Academy of Islamic Studies is one of the oldest faculties at the university. It currently has three divisions, namely: (a) Division of Shariah; (b) Division of Usuluddin; and (c) Division of Co-Studies. The Division of Shariah consists of five departments, which are:

- Department of Islamic Jurisprudence
- Department of Shariah & Management
- Department of Shariah & Law
- Department of Shariah & Economics
- Department of Islamic Political Sciences

The Division of Usuluddin consists of four departments, which are:

- Department of Dakwah (Islamic Propagation) & Human Development
- Department of Islamic History & Civilization
- Department of Al-Quran & Al-Hadith
- Department of Aqidah & Islamic Thought

The Division of Co-Studies consists of three main units, which are:

- Islamic Studies
- Islamic Education
- Co-Programmes

Programmes offered by the Islamic Studies Academy:

Postgraduate:

- M. Shariah (Shariah and Management)
- M. Usul (Dakwah and Human Development)
- M.Sh (Shariah and Economics)
- M.Usul (Islamic History and Civilization)
- Master of Syariah (Siasah Syar'iyah)
- Master of Usuluddin (Akidah and Islamic Thought) by course work
- Master of Usuluddin (Akidah and Islamic Thought) by dissertation
- Ph.D Usuluddin (Islamic History and Civilization)
- Ph.D (Shariah and Economics)
- Ph.D. of Usuluddin (Akidah and Islamic Thought)
- Ph.D. Shariah (Shariah and Management)
- PhD. Usul (Dakwah and Human Development)

Undergraduate:

- B. Shariah (Shariah and Management)

- B. Usul (Dakwah and Human Development)
- B.Sh (Shariah and Siasah Syar'iyah)
- B.Sh (Shariah and Economics)
- B.Sh (Shariah Fiqh and Usul)
- B.Usul (Islamic History and Civilization)
- Bachelor of Syariah (Syariah and Law)
- Bachelor of Usuluddin (Akidah and Islamic Thought)

(d) Planning Activities

The university has a special department, namely the Corporate Planning Department (CPD) which oversees and co-ordinates the implementation of its 2000 – 2004 Strategic Plan. Its mission is to assist the university and its constituencies to gain and use knowledge of the university's operations, performances, and environment.

In pursuit of this mission, the office monitors the performance of the university, scans and analyses the external environment, and reports official university statistics.

Objectives of the department:

(a) Monitoring the performance of the University in achieving its goals, objectives, and targets. It involves six main levels:

- i. Strategic Direction
- ii. Strategic Plan

- iii. Annual Operational Plan
- iv. Annual Budget Plan
- v. Implementation
- vi. Output

(b) Continuing development and implementation of an integrated planning process and ongoing evaluation, review and further development of university plans.

(c) Developing the university's educational profile in consultation with the Senior Management Group, faculties and units.

(d) Carrying out environmental scanning (assessing the external environment, assessing internal capacity, carrying out competitive/market analysis in order to:

- i) Identify external and internal issues critical to the future of University of Malaya
- ii) Evaluate key factors which influence the success of University Malaya in achieving its mission and goals.

(e) Integrating external benchmarking into the university's Strategic Planning Process.

(f) Supporting risk assessment analyses at the corporate level.

(g) Preparation, interpretation, and communication of quantitative and qualitative data to meet the needs of the University management.

(h) The conduct of investigation and preparation of reports on matters related to academic and resources planning and review and the University's future role in the higher education sector.

(i) Specification of information systems needs to satisfy external statutory statistical reporting and internal management information requirements.

(j) Supporting the Responsibility Centre Management processes in the University.

(k) Undertaking strategic institutional research of high quality to support the University's Mission.

(l) Undertaking academic and resources modelling to assist decision making.

International Islamic University Malaysia (IIUM)

(a) General Information

The International Islamic University Malaysia (henceforth referred to as IIUM), was founded in 1983 by the Government of Malaysia and co-sponsored initially by the Organisation of the Islamic Conference (OIC) and some Muslim countries. The then Prime Minister of Malaysia, Dato' Seri Dr. Mahathir

Mohamad, directed in 1982 the Ministry of Education to plan for the setting up of the International Islamic University in Malaysia and a coordinating committee under the Ministry of Education was formed to actualise the project by May 1983. The University was formed under the Malaysian Company Act so as to allow the university to use English as the medium of instruction. This is due to the fact that Malaysian law does not allow a public university to use any medium of instruction other than Bahasa Malaysia. Close links have been established between IIUM and national and international institutions such as the League of Islamic Universities, the International Association of Universities and the Association of Commonwealth Universities.

The first group of 153 students graduated from IIUM in 1987. There are now approximately 9,107 undergraduate and 1,547 postgraduate students, including 1,456 international students from more than 90 countries now attending the university.

(b) Institutions

The university has ten faculties ranging from architecture, engineering, economics, education, information technology, medicine, law as well as Islamic studies and a matriculation centre.

(c) Islamic Studies Programme

Headed by a dean, the Kulliyah of Islamic Revealed Knowledge and Human Sciences has thirteen departments as follows:

- Department of Psychology

- Department of English
- Department of Arabic
- Department of Sociology and Anthropology
- Department of Political Science
- Department of Communication
- Department of History
- Department of Library and Information Science
- Department of Fiqh and Usul al-Fiqh
- Department of Qur'an and Sunnah
- Department of General Studies
- Department of Usuluddin and Comparative Religion

(d) Planning Activities

All planning activities are conducted by the Planning and Development Department under the Deputy Rector's office and currently headed by Prof. Dr. Ismawi Haji Zen. The university has to yet to come up with its own strategic plan.

Universiti Kebangsaan Malaysia (National University of Malaysia-UKM)

(a) General Information

Universiti Kebangsaan Malaysia (henceforth referred to as UKM), was formed in May 18, 1970 with only three faculties at that time, the Faculty of Arts, whose name was later changed to the Faculty of Humanities, Islamic Studies Faculty and the Faculty of Science.

In 1996, UKM had fourteen faculties that offered students programmes at first degree level. In 1999, four faculties, the Biology Faculty, the Faculty of Physical Sciences, the Science and Mathematics Faculty and the Faculty of Natural Resources were combined to form a newly-merged faculty named the Faculty of Science and Technology.

UKM also has research institutes that run academic programmes, namely The Institute of Malay World and Civilization (ATMA) and The Institute of Environment and Development (EVERLAST).

Today as many as 1,191 teaching staff instruct students who originate from all over Malaysia. Additionally, the university also has a small number of international students originating from countries like Japan, the United States, Germany, Mali, Philippines, Indonesia, Jordan, Libya, France, Brunei, China, Korea, Kenya, Thailand and Singapore.

(b) Institutions

The university now has nine faculties including the Islamic Studies Faculty, four centres and a research and consultancy bureau.

(c) Islamic Studies Programme

The Faculty of Islamic Studies (FPI) was formed on May 18, 1970 together with the formation of UKM. Its formation principle begins with the formation of the Malayan Islamic College of Klang with the intention of creating an institution of higher learning in Islamic studies.

In 1968, the Ministry Of Education agreed to raise the status of Kolej Islam Malaya to university college status. When UKM was formed, Kolej Islam Malaya was absorbed into UKM as one of the faculties besides the Faculty of Science and the Faculty of Arts. The Faculty of Islamic Studies is a higher institution for the study of Islam that is the oldest in Malaysia.

At this time, the faculty has five departments namely:

- Islamic Law Department
- Department of Usuluddin (Theology) and Philosophy
- Department of Arabic and Islamic Civilization
- Department of Dakwah (Islamic Propagation) and Leadership
- Department of Al-Quran and As-Sunnah

The faculty offers bachelor degree programmes in Islam studies as well as post-graduate programmes in various fields.

The faculty also has teaching and research facilities including, among others, a Sharia Law and Legal Advice Clinic, an Arabic laboratory, a Quran laboratory and computer laboratories.

Programmes of studies offered by the faculty:

- Bachelor in Islamic Studies (Hons)
- Masters in Islamic Studies
- Doctor of Philosophy
- Postgraduate Diploma

At the moment, the faculty has about 159 personnel, 117 of these are academic staff and 42 support staff.

(d) Planning Activities

UKM has a strategic plan, namely, 'Strategic Plan 2000 – 2020' overseen by its Centre for Academic Development, which currently headed by a director.

Islamic University College Malaysia (KUIM)

(a) General Information

KUIM is the first Islamic university in Malaysia formed by the government at the beginning of the 21st century. It is the twelfth public higher education institution. Among the objectives of the formation of KUIM is to upgrade Islamic education and to put more emphasis on the use of information technology in the

teaching system. Command of Arabic and English, besides the national language, has also become the focus.

To ensure that the objective is achieved, KUIM determines that its students' enrolment is limited so that focus can be specially given to develop the skill, capability and discipline along with true faith among students.

Besides that, KUIM also gives primary attention to post-graduate level students. It is planned that post-graduate students will make up forty percent of its intake every year.

(b) Institutions

As it is still in its early stage of formation, KUIM only offers academic programmes at undergraduate level on a full-time basis. Programmes developed have a close connection with the country's development in the field of Islam. There are currently four faculties, namely:

- The Faculty of Sharia Law & Justice
- The Faculty of Al-Quran & As-Sunnah
- The Faculty of Dakwah (Islamic Propagation) and Management
- The Faculty of Economy and *Mu'amalaat*

PART II: THE DESIGN OF THE RESEARCH

CHAPTER 4

APPLICATION OF RESEARCH METHODOLOGY

Introduction

This chapter details the procedures, which were followed in conducting the research. It describes the plan for selecting the institutions and obtaining their participation, methods of data collection and data analyses.

The researcher decided to adopt research methodologies used by two previous researchers, namely, Evanich (1997) and Zainal Abidin Mohamad (1989) who successfully employed them in their research.

Research Stages

The research went through four stages. This has helped the researcher to be in full control of the research and monitor its development in a more organized way (Zainal Abidin Mohamad, 1989).

First Stage (Trial-Run 1):

This is when the researcher conducted 'test-runs' where discussions & interviews are conducted with UK-based institutions, namely, The University of Edinburgh, Queen Margaret University College, and the Scottish Higher Education Funding Council (SHEFC). The purpose was to test the research methods that would be used in the next stages as well as to familiarize the researcher with issues related to the research subject.

Preliminary Stage (Trail-Run 2):

In this stage, questionnaires were sent to the selected institutions in Malaysia to obtain preliminary feedback. They would answer questions about the implementation of strategic planning in their organisations and their willingness to participate in the research.

These two 'trial-runs' minimized the weaknesses of semi-structured interview technique that would be used during the full stage study.

Second Stage:

Full-stage study where a comprehensive study was conducted on the institution(s) involved.

Final Stage:

Analysis of findings and conclusion of results.

Data Collection

Case study data are strengthened when data are collected from a variety of sources, and in fact the need for multiple sources of data is far greater in case study research than in other types of research (Cohen & Manion, 1989; Miles & Huberman, 1994; Yin, 1994). According to Cohen and Manion, multiple sources of data help the researcher avoid a bias or distortion that can occur when only one piece of a reality is being investigated; and, when multiple methods of data are collected which yield the same results, it increases the validity of the research. Collecting data by different methods (interviews, observations, document reviews) and from different sources (people) are modes of triangulation. Triangulating data provides the opportunity to note any contradictions or inconsistencies in the data; thus triangulation is used to improve the credibility of the research (Lincoln & Guba, 1985; Miles & Huberman, 1994). For the purpose of this study, data were collected using different methods and multiple sources: (a) Personal perception-obtained through interviews; (b) Documents-related to strategic planning, quality, and issues in Islamic education; and, (c) Direct observation-data in the natural

environment which relates to strategic planning and Islamic education. This section outlines each of the data collection methods used in this study.

Interviews

Research interviews are defined by Cohen and Manion (1989) as a direct conversation between two people which is initiated by an interviewer for the specific intent of collecting data relevant to that which is being studied. Cohen and Manion point out that a major strength of interview research is that it allows for greater depth than other methods of data collection. A major disadvantage is that it is subject to bias by the interviewer. Yin (1994) points to interviews as an integral source for case study data.

Structures for interviewing range from a very informal, open-ended, non-directed interview to a formal interview in which all questions are directed and have been prepared in advance (Cohen & Manion, 1989; Miles & Huberman, 1994; Yin, 1994). The interviews for this study are somewhere in the middle range of those mentioned above. A semi-structured interview approach was used for all informants. The questions were open-ended and prepared in advance. When it seems appropriate to deviate from the questions, for further clarification of information, this was done. Questions were planned in a funnel structure which starts with broad overview questions narrowing to specific questions (see Cohen & Manion, 1989). Interview respondents included:

- Deans of Islamic studies faculties
- Directors of planning
- Department heads
- Academic staff
- Support staff

Interviews were held at the universities at prearranged times and conducted over a one-week period. Each interview was approximately an hour in length. All interviews were recorded on an audiocassette tape and the tapes were transcribed for coding and analysis. The interviewer also took notes, which included reflective comments, during each interview. As suggested by Miles and Huberman (1994), reflective comments were placed in double parentheses and included mental notes and impressions by the researcher. A sample of an interview transcript is included in Appendix D.

Document Analyses

Yin (1994) suggests that document analysis be used to confirm and supplement the data collected. The documents selected for analysis comprised primarily those which had been discussed by interviewees during the interview process. Literature and studies on strategic planning also provided some guidance for the identification of appropriate documents for study. The documents were:

- Strategic plans

- University newsletters
- Surveys and results
- Staff development offerings
- Board minutes
- Promotional videos
- Annual report
- Prospectuses

Direct Observation

Since the researcher in this study will go on-site, it was possible to observe directly some behaviour, artifacts, and conditions which relate to the universities' involvement with strategic planning. According to Yin (1994), direct observations in a case study assist in providing additional sources of evidence as well as in corroborating other sources of data. Direct observations made of the following:

- Materials posted on bulletin boards and walls
- The physical surroundings in central offices, faculties and other buildings
- Employee and customer interactions
- Flow charts on the walls in meeting rooms
- Collaborative planning meetings
- Problem-solving meetings with personnel
- Staff meetings

Data Analyses

Yin (1994) states that data analysis “consists of examining, categorising, tabulating, or otherwise recombining the evidence to address the initial propositions of a study” (p. 102). Miles and Huberman (1994) define analysis as consisting of “three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification” (p. 10).

The next sections describe the methods that were utilised in the analyses. Descriptions include a discussion of how data were organised, the case study analyses, and the process for drawing conclusions and verifying results.

Data Organisation

The data collected in the field needed to be organised into final transcripts. It was necessary to select, focus, condense, and transform the raw data into text format, which is meaningful to the purpose of the study. This process is not separate from the analysis, but is a part of the analysis. The decisions on which data to include, what and how to code data, and how to categorise the data will all be analytical choices, which affected the final product. During the early stages of analysis, the following methods of organisation were useful in focusing this research, collecting new and improved data, and energising the fieldwork (see Miles and Huberman, 1994).

The first method of organisation was to take the basic data, which were in the form of spoken *words* from the field notes and transcribed tapes, and to put it into text, which could be easily read, coded, and analysed. This was prepared promptly after each interview.

Second, each interview and document was summarised into a single sheet form which explains how the data was obtained, the significance of the data, and a summary of key content information.

Third, the researcher employed the use of the *Non-numerical Unstructured Data Indexing Searching and Theorizing* (QSR NUD.IST) computer package to aide in the qualitative analysis. This software supports processes for indexing, searching, and theorising the data. The QSR NUD.IST helps the researcher to

- Manage, explore, and search the text of documents;
- Manage and explore ideas about the data;
- Link ideas and construct theories about the data;
- Test theories about the data; and
- Generate reports including statistical summaries.

As the researcher read through the text, segments of the text was coded and stored in the index tree system designed for this project.

Fourth, the data for each site (the root) were studied by looking at the information stored in the 'child' and 'node' indexes. The within-case analysis (Chapter 6) was written from this data. The cross-case analysis (Chapter 7) data is

a comparison between like children and nodes across roots. Specific attention was given to the categories (the children) outlined in the research design.

Additionally, the researcher also employed the use of the *Statistical Package for the Social Sciences* (SPSS) computer package to aid in the analysis of questionnaires used in the preliminary stages. This software supports processes for carrying out statistical analysis in qualitative research. The SPSS helped the researcher to perform quantitative analysis in the research because it is easy to use and renowned for being one of the most widely used statistical techniques in the social sciences.

Case Study Analyses

The case study analyses incorporate two major sections. The first is an analysis of each of the four case study sites and the second is a cross-case analysis based on the perceptions of the people interviewed. The within-case analysis is organised around the strategic planning implementation process taken place at the study sites. The cross-case analysis is organised by an analysis on the research questions that guide this study.

Drawing Conclusions and Verifying Results

Seidman (1991) in Evanich (1997) point out that it is very tempting to stop after

writing up the case study reports. The case study profiles seem to speak for themselves, but there is a final step in the process -- the drawing of conclusions and verifying results. This includes an explanation of what was learnt from the interviews, the analysis of transcripts, the coding, and the writing of the within-case and cross-case profiles. Answers to the following questions were addressed: What is it that the researcher understands now that was not understood before the study? What surprises were encountered? What were the confirmations of previous instincts or theories? Were the findings consistent with the literature? Were there any inconsistencies between the literature and the research findings? Was there any new information that was not in the literature? What are the suggestions for further research? and What did the research personally mean to the researcher? (Seidmann, 1991, cited in Evanich, 1997)

Chapter Summary

The methodology for this exploratory study is comparative-case study and the research is qualitative. The case studies were conducted at four different universities. The data were obtained through interviews, document analyses, and direct observation. Data were collected which focuses on strategic planning implementations. Qualitative content analysis was utilised to extract meaning from the data collected. The findings were presented in two chapters. First chapter (Chapter 6) is an analysis of the data at each case study site, and the second

chapter (Chapter 7) is an analysis of the data, across the four universities, on the research questions, which guide this study.

PART III: ANALYSIS OF THE FINDINGS

Fieldwork Report

Introduction

This report presents the findings and analysis of the researcher's fieldwork conducted in Malaysia between December 2002 and June 2003. This fieldwork is part of the researcher's PhD research into the implementation of strategic planning in Islamic education, with special reference to the following universities:

- a) The University of Malaya (UM)
- b) The International Islamic University, Malaysia
(UIAM)
- c) The National University of Malaysia (UKM)
- d) Islamic College University of Malaysia (KUIM)

However, due to unforeseen difficulties i.e. lack of cooperation, insufficient data etc. at (a) and (d), the researcher decided to devote the research to (b) and (c) and modified the methodology of research into a comparative case study between two universities.

Objectives

The main objective of the fieldwork was to collect and gather data related to the study. Minor objectives included:

- a) To learn and explore the experience of implementing a strategic plan
- b) To know more about what really happens in a strategic planning process
- c) To update current knowledge about implementing a strategic plan in a higher learning institution esp. in an Islamic university

Data Collection Methods

The data collection method used in the fieldwork were a triangulation of:

- a) Document analysis
- b) Interviews
- c) Observation

Findings

Findings and analysis of the fieldwork are presented in the following chapters. Chapter 6 deals with a within-case analysis of each university while Chapter 7 deals with a cross-case analysis of research questions.

CHAPTER 6

WITHIN-CASE ANALYSIS OF EACH UNIVERSITY AND ITS PROCESSES

The purpose of this chapter is to provide a general descriptive overview of each university's strategic planning processes, activities and efforts. This chapter is organized into two parts, one for each case study institution.

At each university, the director of strategic planning division, The Dean of the Islamic education faculty, academic staff and administration staff were interviewed. There were all in all 10 interview participants at each site. All interviews were taped and summary notes taken. The tapes were all transcribed. The transcriptions serve as the primary source of data collection for the analysis. Information gleaned from interviews was supplemented with written materials and documents.

Case Study 1: International Islamic University, Malaysia (IIUM)

Introduction

Background Information

The strategic planning exercise for the university started when it adopted its vision and mission statements in 1995 that have since provided the IIUM with a strategic direction for the future development of the university. At a later stage, the university was directed by the government to adopt a strategic plan, which should be synchronized with the 8th Malaysian Plan. This was also a result from a briefing by the Ministry of Education to all public universities on its 10-year Strategic Directions and requested the universities to carry out their own 10-year plans in line with the Ministry's plan. It is therefore vital for the IIUM to have a strategic plan of its own in order to set out the IIUM's priorities and to act as a framework for the university to achieve its goals.

In its endeavours to produce a meaningful and workable strategic plan, the university has taken the initiative of involving all senior members of the IIUM. This has been done through a series of meetings that include discussions taking into account the expectations of the stakeholders and the various scenarios that may affect the university in the future. The strategic planning exercise in IIUM is

claimed to be a product of teamwork with participation from all segments of the campus community.

The university, at the time of this visit, had just published its 'Strategic Planning Report – 2001-2010'. It serves as a guide for the university community and its development. It also intends to identify and prioritise the core components of the IIUM's strategic plan. Prof Dr Mohd Kamal Hassan, Rector of IIUM in his foreword to the report says, "With the IIUM's vision and mission being made known and shared by the university community, all parties in the IIUM are now expected to be united with a common objective, that is, to realize the university's vision and mission".

The publication, which illustrates the planning process in IIUM, underlines the university's vision, mission, goals, strategies as well as how it is willing to implement the strategic plan. It also lists out some recommended activities to be taken by the university community in order to smoothly implement the strategic plan.

Vision, Mission and Goals

The main objective of the IIUM's strategic plan is to realize the Vision, Mission and Goal of the university through an orderly process of visualizing the university's desired future and determining the appropriate action needed to achieving that future. The IIUM's 'Strategic Planning Report – 2001-2010' states

that “for the plan to be successful, the university’s vision, mission and goal must be understood and serve as the guide for all action taken in preparing the plan” (p. 3).

The university’s vision, mission and goal are as follows:

Vision: “To be a centre of educational excellence in order to restore the leading and progressive role of the Muslim *Ummah* in all branches of knowledge”

Mission: “To achieve Integration, Islamization, Internationalisation, and Comprehensive Excellence” (IIICE – Triple ICE)

Goal: “To be the leading model of an International Islamic University based on the principles of integration of knowledge and comprehensive excellence for the progress of Malaysia and the Muslim *Ummah*”

Measurable Targets

The major measurable targets that have been agreed upon for the University to strive for by the end of the strategic planning period, which is the year 2010, are the following:

1. 40 percent of the total student population to be made up from those in science and technology-based programmes.
2. Postgraduate students to constitute 30 percent of the overall student population.
3. 20 percent of the student population to comprise international students as part of the efforts to actualise the vision of Internationalisation of the University.
4. The University should manage to internally generate 30 percent of the allocation required for its operating expenditure.
5. The staff to student ratio to be 1:10 for science and technology-based kulliyyahs and 1:15 for non-technology-based kulliyyahs.
6. 80 percent of the academic staff to be those with qualification of PhD as early as 2005.
7. 25 percent of the academic staff to be made up of international personnel.
8. ICT network accessibility anywhere on campus including students' bedrooms with the targeted PC to staff ratio of 1:1 and PC to student ratio of 1:10.
9. 70 research projects to be produced per year by the IIUM from 2005.

10. Consultancy work to target the generation of an income of RM 5.0 million by 2010.
11. Publications: each kulliyyah is expected to annually produce at least 4 academic books, 1 journal, 5 textbooks, 5 monographs, 10 academic papers and 2 translated works until 2005. The number should be doubled by the year 2010. The translation works would be more relevant to Ahmad Ibrahim Kulliyyah of Laws (AIKOL), Kulliyyah of Economics and Management Sciences (KENMS) and Kulliyyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS).

Main Strategies

The strategic planning of the IIUM envisions the University at the end of the planning period, which is the year 2010, and identifies the strategies and plans that need to be implemented in order to achieve the desired goal. Based on the various exercises organized by the University and in line with the IIUM's Mission and Vision, eight core components for the strategic planning of the University have been identified and these are:

1. Academic programmes
2. Students

3. Postgraduate programmes
4. Research and consultancy
5. Infrastructure/facilities
6. Human resources
7. Finance
8. Networking/smart partnership

In the following, we take a look at each core components in detail:

1. Academic Programmes:

Offering academic programmes is the core activity of the University and a lot of detailed planning took place in various meetings during the strategic planning exercise. With the science and technology-based programmes being given a more prominent role, the IIUM realizes that it must take the necessary action to get the approval from the relevant authority for new programmes or for the expansion of an existing kulliyyah as originally planned as this will affect the operation of the said programme including manpower allocation, student admission as well as the requirements for infrastructure and other facilities. At the same time, academic programmes that have stabilized and are experiencing natural growth should also be given due attention to ensure their competitiveness and relevance to the market needs. In addition to this, the University admits that its niche of Integration and Islamization of human knowledge should be emphasized in every aspect of the

IIUM's academic activities.

A. The Introduction of New Programmes and the Expansion of Existing Ones

The new programmes planned for the IIUM are mostly science and technology-based programmes and this could contribute significantly to the strategic planning of the IIUM; especially the shift in the IIUM's orientation of being a traditionally arts-based institution into one with a high content of science and technology. To guarantee that the new and expanded programmes can commence and operate without any difficulties, the IIUM feels that it needs to address the following:

- i) The lead person in establishing the new or expanded programme must not only be very knowledgeable in the field concerned but also familiar with the requirements of the Ministry of Education, the Public Service Department, and the professional governing body for that field, if there is one.
- ii) Along with the approval for the programmes to start, the IIUM also needs to establish the plan for the programme to be recognised by the Public Service Department and accredited by the relevant professional bodies so that the students should not face any problems when entering the job market later on. Additionally, recognition from the governments of other countries and the international professional governing bodies for the

relevant disciplines is essential too as this will be vital for the international students of the IIUM.

iii) The progress of getting approval for the new and expanded programmes must be closely monitored and co-ordinated as there will be other implications such as in the area of budgeting and manpower planning. The infrastructure and facilities required would be affected too as this requirement will need a longer time to plan, procure and make operational.

B. Curriculum

For the academic programmes in the University to be competitive and highly relevant to the market, they need to be updated regularly. Towards this end, the IIUM plans to carry out these tasks:

- i) The establishment or the reactivation of the respective departmental curriculum committees will ensure that the curriculum for any programme is well monitored and assessed.
- ii) A built-in scheduling of review of curriculum at regular intervals. The review should be carried out by established external assessors in addition to taking into account the input from respected parties in the industry.
- iii) Part of the science and technology curriculum should include

industrial training, as this will provide practical and hands-on experience for the students while being attached to the organizations.

iv) The Islamization of human knowledge, which is considered as the IIUM's niche area, should be continuously strengthened and developed as part and parcel of the curriculum for any programme in the University.

C. Opportunity through Multilingual Proficiency

Being an institution that uses English and Arabic as the mediums of instruction, the IIUM has a lot to gain. Other than being capable of attracting students from the international community, the University is also able to send its graduates as agents of change all over the world. On the local front, the IIUM is equipping the students with proficiency in English and Arabic that enables the graduates from the University to be more competitive in the job market.

The University also plans to grasp the opportunity that has arisen with the recent decision by the Malaysian government for the school system in Malaysia to teach Mathematics and Science in English. With English as one of the mediums of instruction in the University and the infrastructure already available at the Kulliyah of Education, the IIUM should be able to play a significant role in training the teachers in English for these two subjects and at

the same time directly contributing to the Malaysian government's objective of elevating the proficiency of English in society. As the number of teachers to be involved in this new initiative by the Ministry of Education is huge, the University would take this opportunity to expand the relevant academic programme to cater for the new influx of students. In addition to answering the Malaysian government's call for the re-training of teachers, the IIUM's philosophy of an integrated approach will also indirectly be spread to the schools, as these teachers will be exposed to the philosophy while studying in the IIUM.

D. Method of Delivery

One aspect of the academic programmes that the IIUM plans to pay close attention to is the method of delivery used in imparting information to the students. Firstly, it feels that academic staff should not rely solely on the traditional way of lecturing in the lecture theatre but also include the various media available today. Towards this end, the academic staff would be trained in the presentation methods that are most appropriate to them and the Centre of Educational Technology will be at the forefront of this exercise.

Secondly, an alternative method of delivery would also be considered especially in areas where the number of available lecturers is insufficient. Alternatively, lectures may be conducted through web-based modules, video-

on-demand or self-access study. With this approach there is less actual face-to-face contact between the lecturers and the students and more reliance on the pre-recorded material and reference. However, the university is aware that this alternative method of delivery is suitable only for selected courses such as the introductory-level subjects that traditionally involve a large number of students.

E. Recognition and Certification

The involvement of the university's Kulliyyah of Economics and Management Sciences and the Admissions and Records Division in the ISO 9002:1994 certification for Teaching and Learning Services would lead the way for other departments in the IIUM to follow suit. With this certification, the IIUM will be recognized as having a service that is systematic and thorough and this should be another advantage that could instil further confidence in the students, staff, the public and the major stakeholder of the University, the Ministry of Education. The products of the IIUM will also be more marketable as the industries are ensured that they are the result of an organization that has been certified to be of high quality and excellence.

2. Students

Another important part within any university system is the students and in the strategic planning of the IIUM the students play a very significant role. The IIUM is transforming itself into an institution with higher science-based contents in line with the strategic direction envisioned by the Ministry of Education and this will be reflected in the student population. In addition, the IIUM will also be giving new attention to its postgraduate programmes that will also be directly relevant to the University's emphasis on research and development (R&D) activities. As such, the IIUM would have to ensure that the students of the University are of high quality and capable of elevating the IIUM to the level of a centre of educational excellence.

A. IIUM Matriculation Centre

The University plans to continuously take necessary steps to guarantee the students admitted are those who are highly qualified and success-driven. Since the majority of the students coaxing into the IIUM are the products of the IIUM Matriculation Centre, the University feels that it needs to continuously improve the operations of the Matriculation Centre that should include the following:

- i) The filtering process into the Centre must be impeccable while the programmes within the centre itself should be able to prepare the students for their first-degree programmes.

- ii) Efforts should also be explored in identifying and maintaining links with selected high performance secondary schools that would take the role of the major producers of potential IIUM students.
- iii) Experience from the past few years has shown that due to a later registration date at the IIUM Matriculation Centre as compared to those centres operated by the Ministry of Education, the University tends to lose the top performing secondary school students as they seize the opportunity to enrol in the institutions that have accepted them first. The IIUM should therefore take the necessary steps to overcome this problem so as not to lose the top students to other institutions.

B. Science and Technology Students

The university is confident that the target of 40% of the student population in 2010 to be made up of those studying science and technology-based subjects is achievable provided that all the new programmes as well as the expansion of the existing programmes that have been lined-up are approved and operational. The University however, has been experiencing a lower number of science and technology-based students being admitted when compared to the projected figures for the past few years and this situation needs to be addressed immediately. Among the steps that would be taken are:

- i) Changing the public perception of the IIUM as a traditionally arts-

based institution to that of an organization that is very scientifically and technologically driven.

ii) Highlighting the advanced technology facilities and the established scholars available in the University.

iii) Giving prominence to the students' achievement in the field of science and technology.

iv) Conducting road shows at top secondary science schools with the intention of encouraging good students to join the IIUM and simultaneously to provide relevant information to the school counsellors

v) Ensuring that 40% of the student population in 2010 consists of science and technology students while stabilising the number of non-science and non-technology students.

C. International Students

With internationalisation being part of the University's mission, the IIUM has planned for 20% of its student population in 2010 to consist of those from outside Malaysia. Among the issues relating to the international students are:

i) Exposing the local students and staff to other cultures of the world and vice versa. This also leads to the exchange of ideas and further enriches the campus community.

- ii) Admitting paying international students as most of these international students are looking for a relatively cheaper place for tertiary education and the IIUM should seize this opportunity.
- iii) The Office of International Relations and Promotion of the IIUM would have to be able to extend even greater assistance to the international students and carry out aggressive marketing to attract more quality international students to join the University.
- iv) International IIUM alumni are the best agents that the University can have as they are the example of what the IIUM has produced. The alumni who are now mostly based in their own countries should be engaged to promote the IIUM and to assist the University in selecting top performing students of that country to join the IIUM.
- v) Another proposal that the University is considering is to have linkages with other international institutions and carry out a student exchange programme that would enable the participants to enjoy the benefits of learning in another environment.

D. Support Services for the Students

In order to ensure that the students optimise their stay while at the University, the IIUM knows that it needs to provide excellent support services to the students. For that to succeed, the university plans to offer following changes to

the existing services:

- i) Setting up of an academic advising system to ensure students know which courses to take and which enables the advisor to closely monitor their progress.
- ii) Better management of financial assistance extended to qualified students to ensure that the money is disbursed at the correct time and in the right quantum.
- iii) Offering guaranteed on-campus housing spares the students the inconvenience of having to find a place to stay every semester and this also provides the University with another venue to train the students in co-curricular activities.
- iv) Close supervision of students through the fellow system used in the residential colleges to enable students' welfare to be continuously monitored.
- v) Providing practical or hands-on training at various establishments in industry that are relevant to the students' fields of study.
- vi) Continuous training in leadership and entrepreneurship skills that can equip the students with knowledge for their self-improvement and development.
- vii) Reviewing the role of advisors to the students association.
- viii) Sustaining the IIUM's niche areas in various students' activities such as debate.

E. Projected Statistics for the Students

The university's projected statistics for the students including the number of science and technology-based students, post-graduate students and international students up to the year 2010 are shown in Table 1.

TABLE 1 Actual figures and projection of student population, science & technology-based students, postgraduate students and international students (2000-2010)

	Actual				Projection						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Student Population	10552	11155	12793	14801	15625	17166	18638	20205	21911	23738	25471
S & T-Based Students	1,581	1,945	2,587	4,264	5,121	6,210	7,038	7,786	8,734	9,487	10188
Post-graduate Students	849	1,230	1,578	1,369	1,711	2,156	2,738	3,505	4,521	5,878	7,641
Inter-national Students*	1,256	1,562	1,679	2,960	3,125	3,433	3,728	4,041	4,382	4,748	5,094

Notes: * International students calculated based on 20% of total student population

3. Postgraduate Programmes

Another vital core component of the IIUM's strategic planning is the postgraduate programmes. The University realizes the importance of strong postgraduate

programmes in any well-recognized institution of higher learning and has taken the necessary step of establishing the Centre for Postgraduate Studies with the intention of providing a one-stop centre that deals with all postgraduate matters. Closely linked with research and consultancy, which is another core component of the IIUM's strategic plan as well as the shift in focus to science and technology-based programmes, the postgraduate programmes in the University would strive to achieve their targets and act as a catalyst to elevate the IIUM further in the academic world.

A. Strengthening the Postgraduate Programmes

After emphasizing academic programmes for undergraduate students since its inception, the University has already taken various steps in the past few years in focusing on postgraduate studies. With the objective of having 30% of the student population made up of postgraduate students by the year 2010, the IIUM would give due attention to the following:

- i) The rules and regulations governing the postgraduate programmes would be streamlined so as to enhance the quality of all postgraduate work through excellence in teaching, research supervision and scholarship compatible with the IIUM's vision and mission.

- ii) All kulliyyahs would have to play their roles in providing more postgraduate programmes with the co-ordination of the Centre for Postgraduate Studies. The Centre of Postgraduate Studies would provide further assistance to the kulliyyahs in determining their strength and use this as an advantage when planning for new programmes or expanding the existing postgraduate programmes in the respective kulliyyahs.
- iii) The postgraduate programmes would be research-oriented in order to be in line with the strategic thrust of emphasizing more research activities for the University by further exploiting its niche areas and strengthening established and new fields of studies. It would also be highly competitive to attract more students to enter the programmes.
- iv) The University would foster links with institutions that already have a strong postgraduate presence with the intention of gaining increased credibility for the IIUM's own postgraduate programmes in addition to learning more about the effective management of postgraduate programmes.
- v) To keep up-to-date with developments, the IIUM's postgraduate programmes would have a close link with those in industry. Opportunities for joint-venture work with the leading players in industry would also be sought in order to expose the

students as well as for the IIUM's postgraduate programmes to become known and recognized by industry.

vi) A delivery method that is flexible and modular would be engaged so as to cater for a wider audience of postgraduate students. With the Ministry of Education's policy of life-long learning, more opportunities will be available for those already in the job market to further their studies through a more flexible and modular type of delivery.

B. Attracting Quality Postgraduate Students

In addition to the above, the University plans to further strengthen its efforts to attract quality postgraduate students and undertake the following necessary action:

- i) Highlighting the well-known scholars in the various fields available in the University who should be able to supervise students
- ii) Providing information on the accessibility to numerous high-end laboratories, a fast and reliable ICT network and infrastructure; and well-stocked library for research purposes
- iii) Offering financial assistance and teaching assistant posts to those who qualify.

- iv) Offering flexible modes of studies such as modular, part-time and work-study in order to reach a wider audience.
- v) Providing accommodation and family-related support services (e.g. children's nursery, play school or international schools) to the students, especially international students with families.
- vi) The promotion of postgraduate programmes of the IIUM would be well planned and executed to ensure that potential students get as much information as possible about the University. These exercises can be carried out traditionally through education fairs, correspondence and the IIUM's representatives in other countries in addition to information on the Internet with regularly updated and comprehensive websites.
- vi) Projecting postgraduate student activities.

4. Research & Consultancy

Research and consultancy are other aspects of the academic activities that would be to be further emphasized in the University. Currently the IIUM's academics' involvement in research and consultancy work is still lacking when compared to other well-established local universities. The University has already taken steps to check this problem with the formation of the Research Centre and the Bureau of

Consultancy and Entrepreneurship with the intention of promoting, managing and marketing research and consultancy work for the academic staff of the IIUM.

A. Inculcating a Research and Consultancy Culture

The IIUM plans to make research and consultancy activities as part of the academic culture in the University. Weightage has already been given to these two items as part of the considerations for promotion of academic staff. Among the steps identified to inculcate a culture of research and consultancy in the IIUM are:

- i) Further enhancing staff's skills in research in areas such as data collection, analysis of data and report writing. Refresher courses for the experienced academicians may also be necessary to introduce new techniques or a more ICT-intensive approach to research.
- ii) Senior academics may lead a research group with the intention of exposing younger staff to research and consultancy activities. With more experience and confidence, the younger generation of academic staff should be able to continue with their own research and consultancy work.
- iii) Availability of funds to carry out research is another incentive to encourage research activities in the University. The Research Centre along with the kulliyyahs and the staff members

themselves would always be on the look out for sources of research funds, be it from government agencies, industry, or any special-interest groups.

iv) Joint-research or collaborative projects with established organizations, institutions or industries would be able to promote research work in the IIUM too. For the University to get this opportunity, it plans to further improve its networking and establish more smart partnerships with organizations, institutions or industries with a proven track record.

v) The IIUM would take the lead and create a forum on a global scale for Muslim scientists and engineers to exchange ideas and work together. It has been proposed that this forum should organize an annual workshop and identify areas of specialization for research and consultancy activities.

vi) The strategic thrust of placing more emphasis on postgraduate programmes with a research-oriented approach is another avenue for the IIUM to inculcate research as a culture within its community. The larger number of postgraduate students would mean that more research work is taking place in the IIUM with supervision being provided by staff members.

vii) To introduce awards for quality research and publications.

B. Revenue Generated from Research and Consultancy

The IIUM has identified research and consultancy as an alternative source of income to contribute to the University's operating budget with the reduction in the grant provided by the Malaysian government. The IIUM feels that it is vital that research work carried out by the staff produces output that is marketable and desired by the market while the consultancy services should be able to constantly bring in new jobs to the University.

C. Management Support for Research and Consultancy

The effort to push research and consultancy activities into a higher gear in the IIUM would have to be supported with an efficient machinery that understands what needs to be done to guarantee that this work can be effectively implemented. Among the components that the responsible agencies, including the Research Centre and the Bureau of Consultancy and Entrepreneurship, would address are:

- i) Constant updating of the database on available expertise in the University for the consumption of potential clients who may wish to engage them either for research or consultancy purposes.
- ii) Fast financial transactions such as for grant payments or claims by those involved in research and consultancy.

- iii) Provision of relevant facilities such as laboratories or workshops for researchers and consultants.
- iv) Capability of handling issues of licensing, intellectual property rights, patenting and marketing/commercialisation of output and services.
- v) The University would have to also show its appreciation to those involved in research and consultancy activities by recognizing their achievement through letters of recommendation, awards and the promotion exercise.

5. Infrastructure Facilities

The IIUM vision of being a centre of educational excellence requires it to be able to provide staff and students with the proper infrastructure and facilities for the purpose of teaching, learning and research. The infrastructure and facilities would require a large amount of investment not only financially but also in the area of human resources as trained personnel would be necessary to ensure that these facilities run smoothly and efficiently. It is for this reason that the university's proper planning is implemented so that the pace of the physical development involving the infrastructure and facilities is able to match the growth in the number of students and staff.

A. Planning for Infrastructure and Facilities

In order for the IIUM to be competitive, the university realizes that the facilities used by both staff and students need to be constantly updated or replaced. Failure to do so would deprive the students and staff from being at least on par with those in other institutions as well as possibly not reflecting what is being utilized in the industry or the market. In addition to that, the environment where the staff and the students interact must also be conducive to teaching and learning. It is, therefore, critical for the University, as it feels, to guarantee that facilities such as the following are well-planned and taken care of:

i) Laboratories and Workshops

Technical facilities such as laboratories and workshops would be well equipped and manned by trained personnel. As most equipment usually needs a large allocation, proper advanced planning must be practised by taking into account the time required to get approval for allocation and purchase, and the time spent for the equipment to arrive and become operational. Only fully trained personnel would handle the equipment as any breakdown due to improper handling would involve repair costs and the students or academic staff will be unable to use the equipment.

ii) Residential Colleges

Colleges for the students would be well planned in advance by analysing

the projected number of students. As the IIUM has adopted a policy of on-campus housing for the students, it is important that students be provided with proper accommodation with some degree of privacy, which at the same time enables them to interact freely with others living in the colleges.

iii) Library

The library would be continuously improved and updated with the relevant books, references and periodicals. With more attention being given by the IIUM to science and technology programmes, the proportion of relevant references would also be reflected in the library. The advances in electronic literature and archiving requires the IIUM library to be at the forefront in E-Library facilities, especially in the field of Islamization of human knowledge.

iv) Recreational Facilities

The campuses of the IIUM are rich in natural surroundings and the university plans to make sure that this be further exploited for the benefit of the campus community. For instance, the lakes and rivers can be used for canoeing and the jungle for trekking, in addition to other sports facilities that can be enjoyed by the staff, the students and their families. With the provision of these types of facilities, the IIUM would be catering for both the formal and informal activities of its community members.

v) Family Accommodation and Support Services

Most postgraduate students are married and some have already started a

family. The University would therefore address their requirements for accommodation in addition to providing reliable support services for their children such as playschool or nursery facilities. On-campus family housing and support services for this group of students would be very beneficial as the students can focus on their study and research as the welfare of their families is well taken care of. With these excellent facilities at their disposal, the IIUM expects more quality postgraduate students to join the university.

B. Information and Communication Technology (ICT)

ICT is playing a major role in the operation of the IIUM and one of the objectives is to strengthen the University's e-learning environment to support the learning process through the integration of ICT in the curriculum and the improvement of ICT skills among staff. In order to achieve this, the IIUM campuses have been very well planned with the network backbone in place to cater for the needs of the whole campus community. With the targeted ratio of PCs and staff of 1:1 and PCs and students of 1:10, the IIUM in general is well connected to the cyber world. The University plans to strive harder to improve its ICT capabilities including the following:

- i) The Information Technology Division (ITD) would always ensure that the network for the University provides a reliable and

secure service. With an excellent network, staff and students of the IIUM should be able to connect with any other networks outside and seek specific information or participate in various forums for the exchange of ideas.

ii) The IIUM envisions to be the leading institution with the role of content provider for the Islamization of human knowledge in the cyber world and expose the people of the world to the true teachings of Islam and correct the misconceptions regarding Muslims that have been prevalent for quite some time. All kulliyahs would contribute towards this end with ITD acting as the co-ordinator with the assistance of The Centre of Educational Technology.

iii) E-administration has already been introduced in the IIUM but a lot more improvements would be made to enable the administration to function more efficiently. The university is confident that this can be done as the network connecting all the departments within the IIUM is already completed and the communications among them can be carried out without any hindrance. Activities such as the payment of fees, registration for courses and issuance of examination results would no longer produce any physical queues at any department but instead they should all be done on-line.

iv) The competitive world of ICT is seeing a lot of turnover of

personnel and the IIUM have been no exception. The private sector has the capability of offering attractive salaries and perks and the IIUM feels that it too must take the necessary steps to ensure that its ICT staff are retained. Failure on the University side to do so would lead to the wastage of the huge investment made on ICT facilities as the system would not be properly maintained and operated. An alternative to this is for the services to be privatised but this would be costly and the advantages of having an in-house ICT team far out-weigh those of engaging a company from outside.

v) The rapid changes of the ICT world necessitate those involved to constantly update their knowledge of the new technology or products. The university would require its ICT personnel of the IIUM must always upgrade their knowledge and skills as well so that they are not left behind. They should also be able to provide better advice to the IIUM management on ICT matters to guarantee that the University can keep pace with developments in the ICT world.

vi) The Malaysian government is offering a lot of incentives for organizations that are involved in the Multimedia Super Corridor project (MSC) and the IIUM would conduct an in-depth study as to whether it can gain advantage by being a part of the MSC. The newly established Kulliyyah of ICT for instance, may carry out this study and advise the IIUM management if the University should

have a presence in the MSC and take advantage of the incentives being offered.

vii) The Information Technology Division (ITD) is the coordinator of an integrated university database for the purpose of the enterprise decision support system.

viii) Toward achieving its Vision, Mission and Goals, the IIUM would explore the Knowledge Management (KM) Technology, for which the Knowledge Management infrastructure and Knowledge Management access software needs to be integrated across the University to provide the means to manage information and the capability to use the information. Content management, data warehousing, and collaborative applications, including e-mail, are among the common Knowledge Management infrastructure needed. The IIUM Knowledge Portal would be adopted to integrate access to applications and information to meet the requirement of a Knowledge Management initiative. For these reasons, the Information Technology Division (ITD) would work closely with various other entities in the University such as C-EXCEL and the IIUM Library.

C. IIUM's Presence in the Cyber World

In today's wired world, the Internet provides a window for any organization to inform the world of its products and capabilities. The University has already made its presence felt through its website but further improvement would be

implemented for the IIUM to have a maximum impact. Listed below are some of the issues that the university would be addressing:

- i) The IIUM website requires regular updating and as the main targets of the website are the potential students, the first page should cater more for this group. For example, on the first page a direct link catering for potential students, both local and international, would be displayed and they should be able to access most of the relevant information that they need immediately.
- ii) With one of the University's strategic thrusts being to promote research and consultancy activities, a link to a list of experts available in the University and the project briefs that they are or have been involved in would also be prominently displayed. This will enable prospective clients to gauge the various fields of expertise that the IIUM can offer as well as looking at the database of project briefs.
- iii) All of the departments within the University would be encouraged to have a website in order for the outside communities to know more about the IIUM. The website, however, would need constant updating with the latest information and database as an outdated website would reflect the image of inefficiency on the part of the University's management.

6. Human Resources

The various long-term strategies laid down in the strategic thrust areas of the University require a review, re-adjustment and re-alignment of the University's human resource policies and planning, especially in view of the expected reduction in the public funding of the University's operating expenditure. The university thinks that the human resources implications should not be viewed in terms of only matching projected staff needs with supply in the various Kulliyahs, Divisions and Centres but of paramount importance is the quality aspect of the human resources. As the key component of the system, it would be geared towards dealing with various demands and challenges in the coming 10 years. In the final analysis, the University will have to grapple with the issue of its ability to create an environment that is conducive to attracting, developing and retaining high quality human resource having the right competencies, commitment, attitude and professionalism.

A. General Human Resources Policies

The University plans to employ staff who:

- i) Are capable of delivering the enhanced performance that the competitive and funding pressures are placing on the University.
- ii) Possess the levels of skill and knowledge suited to the positions they hold.

- iii) Are appropriately compensated for the jobs they undertake.
- iv) Maximise their potential for the benefit of the University.
- v) Are well managed and have an input into the policies and practices of the University.
- vi) Are attuned to the vision, missions and strategic plans of the University and those of their Kulliyyahs, Divisions and Centres.
- vii) Are sufficiently supported by the University in fulfilling their responsibilities.

B. Recruitment and Retention Policies

In the context of the increasing demand for improvement in the University's performance and uncertain availability of financial resources, the University would recruit the best academics, ensure that they remain good and productive in teaching and research, reward them appropriately in any manner and ensure they receive administrative, technical, secretarial, manual, research and teaching support.

For non-academic staff, the recruitment policy of the university will focus on those who already have the required competencies or those who show the ability and potential for fast competency development, conformity to the work ethic and with an acceptable level of English proficiency.

C. Growth and Development

The IIUM would extend and improve its induction courses to make staff of all categories feel comfortable and to acquaint them with the vision, mission, strategies, policies, procedures and facilities of the University.

Additional formal staff development for non-academic staff will be necessary to enhance their core competencies, to develop their potential for promotion, to improve their versatility, adaptability and positive attributes towards change and to increase their ICT capability.

For those at the managerial level, including those assigned from academic positions the focus of staff development will be on the following:

- i) Strategic thinking, abstract reasoning, creative leadership, problem-solving and decision- making.
- ii) Supervisory and maintenance skills.
- iii) Adventurous and outward looking attitude development.
- iv) Global competencies and familiarity with transnational issues.
- v) Capacity to use technology in the most effective and efficient ways.

Staff development for academics will include their research as well as teaching roles. Training in research will incorporate the management of

contract research, while training in teaching will include support (pedagogical and technical assistance as well as strategic reductions in normal teaching duties) for the development of innovative teaching including technology-assisted teaching and distance learning. The IIUM would give special focus to those newly appointed academic staff in dealing with teaching and research. The mentor-mentee mechanism will be promoted to improve the quality of teaching and research.

For all staff, the university would increase programmes to enhance their Islamic commitment and incorporate it in all the aspects of staff training and development to ensure that the unique mission of the University is achieved.

D. Performance Management

The IIUM would stress on the principle of continuous improvement (*kaizen*) to ensure high performance.

Heads of department, after consulting with individual members of staff and others as appropriate, will regularly monitor the workloads and performance of all academics with special attention to the distribution of duties between research, teaching and service to the University and wider community. As academics will be expected to remain active in all three areas, they would be adequately supported in each area to enable them to produce high-quality research and teaching. Kulliyahs would be required to provide the resources

necessary for academics to participate in conferences and in the meetings of professional bodies. This includes the policies and the rules on funding to attend and to present in seminars and conferences that should be accommodative rather than restrictive in order to encourage more participants.

The academic staff promotion criteria and process will be made more transparent so as to motivate academics to continuously improve their performance. As for the non-academic staff, continuous sessions will be held among assessing officers so that they are fully conversant with the philosophy, system and processes of staff performance management. This will enable the system to become a useful tool for enhancing the quality of their performance.

The University also plans to implement the rotational system amongst its non-academic staff to improve their versatility as well as to make them multi-skilled. It will also be able to reduce and finally eliminate departmental bias/preference amongst the staff.

The IIUM will introduce a special programme will be introduced to deal with the group of staff that have not consistently fulfilled the expectations of the University. This reorientation effort will ensure that everyone in the University will be contributing to the best of his/her ability towards achieving the University's Vision and Mission.

E. Remuneration and Benefits

With the University's Islamic environment, the opportunity to serve the *Ummah* and seek personal fulfilment may attract top quality academics to come to the IIUM and stay, the hard reality of domestic and global competition means that the University must be able to offer an attractive remuneration and benefit package. The current package that is based on the government remuneration system has severe limitations to fulfil future requirements.

In view of this, the University will be depending on its commercial arm (IIUM Holdings) and its strategic business units to generate enough revenue not only to compensate for the expected reduction government funding of the university but also to enable the university to compete with other institutions in terms of staff remuneration and benefits. The IIUM plans to explore avenues within the present constraints to appropriately reward the academic staff especially in the science-based kulliyahs. In this context, the role of the Bureau of Consultancy and Entrepreneurship is very important in attracting research and consultancy opportunities to the University. At the same time the IIUM would require all its staff to be able to think creatively as to how in their respective positions they can contribute towards increasing the revenue of the university. By doing so they will also be helping themselves in getting better employment terms from the University. For this purpose, the University will review the salary increment criteria and other reward mechanisms to streamline them in such a way as to offer incentives to staff showing entrepreneurial initiative.

F. Projection of Staff population

i) Projected Number of Academic Staff

In the year 2010, the IIUM anticipates that the university will be manned by about 2,122 academics taking care of 25,471 students. This is based on the staff to student ratio of 1:10 for science and technology based programmes (1:5 for medicine) and 1:15 for other programmes. The projected number of academics annually until the year 2010 can be referred to in Table 2 below:

TABLE 2 Actual figures and projection of students and academic staff population (2000-2010)

	Actual			Projection							
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Student Population	12251	12261	12793	14801	15625	17166	18638	20205	21911	23738	25471
Academic Staff Population	986	1,129	1,191	1,175	1,261	1,405	1,538	1,678	1,826	1,979	2,122

ii) Projected Number of PhD Holders

As of June 2002, there were 375 academic staff with PhD qualifications, which represents about 31% of the total academic population of 1,191 (excluding the IIUM Matriculation Centre). As highlighted in Section 4.0 above, the University expects to have 80 percent of its academic staff with

PhD qualifications by 2005. Based on the projected number of academic staff of 1,405, the IIUM will be anticipating having 1,124 academics with PhDs in 2005. Looking at these figures, in order to reach the target of 80% PhD holders in 2005, the IIUM would try its best to send its academic staff for further studies immediately while ensuring that the PhD programmes undergone by staff are of excellent quality and good reputation (See Table 3).

iii) Projected Number of Administrative Staff

Based on the guidelines used by the Management Services Division and the Public Service Department of Malaysia, the ratio for the administrative staff to academic staff for any University in general is 1:1. Based on this ratio, the projected figure for administrative staff in 2010 is 2,122 as shown in Table 3.

TABLE 3
Actual figures and projection of academic staff population, PhD holders and administrative staff
(2000-2010)

	Actual			Projection							
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Academic Staff Population	986	1,129	1,191	1,175	1,261	1,405	1,538	1,678	1,826	1,979	2,122
PhD Holders*	305	352	375	940	1,009	1,124	1,231	1,342	1,461	1,583	1,697
Administrative	752	801	864	1,175	1,261	1,405	1,538	1,678	1,826	1,979	2,122

Staff**											
Total Staff***	1,676	1,930	2,006	2,350	2,522	2,810	3,076	3,356	3,652	3,958	4,244

Note: * PhD holders projected is 80% from total academic staff

** Ratio used for administrative staff to academic staff is 1:1

*** Includes academic and administrative staff

The future strategic thrusts of the University demand the realignment of human resources policies and processes towards ensuring high quality performance in line with the aim of the University to be of world class standard. This means that the manner in which the University recruits staff, manages their performance, develops their capability and career and rewards their performance would have to be revamped and reoriented.

7. Finance

A. Background

The University is still in the expansion stage and with the establishment of new kulliyyahs such as the Kulliyyah of Science, Kulliyyah of Pharmacy, Kulliyyah of Information and Communications Technology, Kulliyyah of Allied Health Science and also the expansion of the existing kulliyyahs, the operating costs are expected to increase in line with this growth. The University is expected to continue expanding in the near future and will

stabilize by the year 2010.

The financial strategic plan of the University is drawn up with due consideration given to the guidelines laid down by the Ministry of Education that all public universities must generate an internal revenue of 30% from the total expected operating expenditure by the year 2010. Hence, the expected internal revenue of the University must be increased gradually to meet the above target. The University has ascertained the sources of internal revenue to meet the target of generating 30% from the total expected operating expenditure and to face the increase in the anticipated operating costs due to the establishment of the new kulliyyahs and also the expansion of the existing kulliyyahs and programmes.

B. Sources of Income

The main source of internal revenue is fees collected from the students, which is based on the expected number of students to be enrolled to the University. The fees to be collected from the students will form about 16% of the expected operating expenditure. The other sources of revenue are income from investments, miscellaneous income, income from Strategic Business Units and from subsidiary companies.

Income from investments and miscellaneous income will contribute about 3% of the total expected expenditure and is based on the past performance of

investments and collections under miscellaneous income. The other 11% of the operating expenditure that should be generated internally lies on the income from the Strategic Business Unit and subsidiary companies.

With the current policy that the Strategic Business Unit would contribute 30% of its net profit to the University, the Strategic Business Units, based on its forecasted net profits, would contribute about 2% of the total expected operating cost. The contribution of the 30% from the net profit is considered low and does not contribute much to the overall internal revenue. The IIUM feels that the contribution rate has to be increased and is proposed to be at 50% of the net profit of the Strategic Business Units to meet the required internal revenue.

After considering the above-deliberated sources of income, the University still needs to gradually increase the internal revenue of 6.5% of the expected cost by the year 2010. The subsidiary companies have to generate the above difference of 6.5% to meet the required internal revenue.

The University plans to redouble its efforts to generate more internal revenue and to continue cost saving strategies in order to achieve the expected income and expenditure and to comply with the guidelines given by the Ministry of Education.

8. Smart Partnership/Networking

Another core component identified in the strategic planning of the IIUM is for the University to establish Smart Partnerships/Networking that will enable all of the parties involved to mutually benefit from the relationship. A partnership usually involves personal interaction among the parties and this should lead to a greater degree of understanding and appreciation of each other's objectives and goals. Among those identified to be in this partnership/network are:

A. Government Agencies

i) Ministry of Education (MoE)

The operation of the IIUM falls directly under the purview of the MOE and the university realizes that it is imperative that the link with the MoE is always good and cordial. The MOE has the final say not only on matters related to academic programmes but also provides recommendations on IIUM financial issues to other government agencies.

ii) Ministry of Finance

All financial grants from the Malaysian government to the IIUM are handled by the MOF especially on operating and development budgets. Thus, the university has to maintain an excellent network with the MOF in order for the latter to appreciate any applications or justifications forwarded by the University.

iii) Economic Planning Unit (EPU)

The EPU mainly deals with the University in development matters and specifically on the social and technical aspects of any projects submitted by the IIUM. Networking with the EPU is important, as it needs to appreciate IIUM requirements in any development package prior to making any final decision on the matter.

iv) Immigration Department

As part of the IIUM community consists of international students and staff, immigration regulations must be adhered to and the IIUM networking with the Immigration department would make dealings between the parties problem free.

v) Local authorities

The IIUM's having four campuses means that the University is dealing with four different local authorities and four different sets of expectations. The University plans to maintain a good network with them as the IIUM may require their assistance from time to time in its daily operations.

B. Industry

A smart partnership with industry is essential as this is where the products of the IIUM will be heading after completing their studies. The University needs recognition from industry so that the students find no difficulties in being absorbed by industry. As such the University would get input from industry on the curriculum and also hands-on training, as well as attachment for academic

staff.

The industry may also be able to extend the sharing of advanced or the latest facilities to the IIUM as the University cannot afford to have all the specialized facilities on campus. In addition to that, those in industry may also provide funding and engage or collaborate with staff and postgraduate students of the University for research or consultancy.

C. IIUM Alumni

IIUM Alumni are the best ambassadors for the University as they themselves are the products of the university. The university hopes that both local and international alumni would be able to convince quality students to join the IIUM or those with the correct credentials to be a part of the University's teaching team. Tracking of the alumni also provides the components within the IIUM that can be further improved for the University to produce better students.

It is hoped that the IIUM alumni who are already in the top hierarchy of any organisation would be able to contribute to the University to ensure that other students can benefit from the experience of being an IIUM student. This can be done through directly sponsoring the student or by contributing to the Endowment Fund. In addition to that, organisations where the alumni are attached may engage the University to carry out research or consultancy work

and provide income to the IIUM.

D. Local Communities

The IIUM realizes that networking with the local communities surrounding the campuses of the IIUM must be maintained too. The use of some of the facilities on campus such as the Library, the Sports Centre and the mosque could be extended to the surrounding communities. Programmes for the academic advancement of the children from these communities would also be implemented regularly while the leaders of the communities would be included in most major events taking place on campus.

Strategic Planning Development Process

Planning Process

The outcome of the discussions during two retreats, the Melaka Retreat in August 1999 and the Kuantan Retreat in July 2001 constitute the major contributors for the IIUM's strategic plan.

1. Outcomes of the Melaka retreat:

The most significant outcomes in the discussion sessions were the identification of the Main Focus Areas, the Strategic Thrusts, the Present and Potential Scenarios as well as the strategies to be adopted in order to realize the Mission, Vision and Goal of the University.

2. Outcomes of the Kuantan retreat:

After the establishment of the Strategic Thrusts as an outcome of the Melaka Retreat, the University has taken a further step forward in its strategic planning exercise by further detailing the proposed plan and identifying its implementation stages in an attempt to achieve the identified objectives. These activities were carried out during the Kuantan Retreat (6th-8th July 2001) at which several groups that had been appointed prior to the retreat each presented a specific Focus Area for the in-depth deliberation of the participants comprising senior members of the University's management. Another series of discussions was held after the Kuantan Retreat with the intention of strengthening the plan with additional input from all departments within the campus community.

Each of the Focus Area groups discussed in great detail the expected outcomes and the processes required towards achieving the end-result. These include identifying the strategy, the types of action necessary, the deadlines for the specific action plan as well as the agency responsible for monitoring particular targets.

Besides the retreats, there were also meetings organized at kulliyah, department and centre levels. Each of these divisions has their own plans intended to support the University's strategic plan.

Development Activities

Among the changes made after the Melaka Retreat (22nd-24th October 1999) are setting up of new offices as listed below:

- a) Deputy Rector's Office (Planning and Development)
- b) Centre for Postgraduate studies
- c) Kulliyah of Science
- d) Kulliyah of Pharmacy
- e) Kulliyah of ICT
- f) IIUM Waqf fund
- g) Bureau of Consultancy and Entrepreneurship
- h) Internal Audit Unit
- i) International Institute for Muslim Unity
- j) Planning Unit
- k) Property Management Services of the Development Division
upgraded to Property Management Division and later privatised to
IIUM Property
- l) Centre for Education Technology (CET)

- m) Co-Curricular Activity Centre
- n) Applied Psychology Centre
- o) Centre for Built Environment

Committees

IIUM has a planning unit under the Deputy Rector (Planning and Development) office, which oversees the implementation of the strategic plan. The unit also acts as facilitator to the development process, organizing meetings and retreats. The unit is headed by a Director and assisted by two officers. By the time of the publication of this report, the unit has 36 staff, whose sole task is to evaluate and observe the implementation of the strategic plan and to make suggestions about any loop-holes and how the University can tackle them.

Conceptual Framework

The strategic plan, as explained by Assoc. Prof Dr Asmawi Mohd Zen, Deputy Rector (Planning and Development), took both top-down and bottom-up approach. He elaborated that the University's top management team first set an agenda setting meeting where they came up with an overall plan for the University. The University then organized retreats so as to gather all staff to discuss the plan in detail and get their participation in the plan.

Evaluation and Review Methods

Strategic planning is a dynamic process that should be open to review and the adoption of a new strategy without much difficulty if there are any changes in the environment. The IIUM's Strategic Planning Report recommends that a review session of the Strategic Plan be held at least once a year to gauge the progress made and to make the necessary adjustments in view of the new challenges in the environment such as emergent strategies, new expectations from stakeholders or even an unexpected move made by competitors.

According to Dr Shaari Nordin, Dean of the Kulliyah of Education, the review can be in the form of either formal arrangement, i.e. meetings of senior management, or informal, where progress made during the annual operational calendar is taken by pieces and discussed at retreats, which usually involve the University community at large. He also stressed that the University will stick to its original plan, but will modify its strategies in order to achieve the anticipated results.

Benefits

Respondents were asked what they saw as the benefits of strategic planning in the university. Responses included: (a) It helps in aligning resources; (b) It provides a focus; (c) It's a common agreement on how to get better...to change and improve; and, (d) It provides consistency. One academic stated, "it is a great learning

experience, it's an opportunity for personal growth, and it gets all the staff engaged in the planning of the University." An administrative staff member explained how the University's strategic plan helps the University to gain respect from other universities, the government, and the community. The University is viewed as a leader in futuristic and systematic planning.

Limitations

When asked about the limitations or disadvantages of strategic planning, some commented on the time and energy necessary to do strategic plan well. Another concern was expressed by an officer in the Planning Unit: "the University should come up with a reward scheme of some kind to encourage staff to better commit to the plan." One staff member stated, "the strategic plan still has room for improvement, it's still in the process of benchmarking and restructuring."

Summary and Conclusions

Strategic planning in IIUM began about three years ago. For the most part respondents expressed a high level of support for strategic planning. Students were involved in the consultation process. Respondents indicated there were many benefits resulting from strategic planning, including a futuristic outlook, common

agreement, and valuable learning experiences. Document analysis and observation also indicated increased student achievement, direction for the allocation of resources at each kulliyyah, and individual centres, which provided unique contributions to the University.

Overall it appeared to this researcher that the university has been very successful in implementing its strategic planning. It appeared there would need to be a continued effort by planning unit staff to keep each department's and division's plan congruent with, and committed to, the University strategic plan. There will also need to be a continuous effort at staff development.

Case Study 2: National University of Malaysia (UKM)

Introduction

Background Information

The UKM Strategic Plan was formulated in view of the pervasive influence of local and global environments on higher education, such as the effect of technology, the democratisation of education, the changing nature of competition, the need to provide structures and governance amenable to participation, the dependence on knowledge workers, the nature of students driven by the technology era, the social contract of a university being the focal point of knowledge generation as well as the source of a trained workforce and to facilitate government-driven changes. The rationale of the plan revolves around four aspects:

- (a) Environmental issues
- (b) The promulgation of the Mission, Vision and Goal
- (c) The identification of Strategies, Objectives as well as the Activities to achieve the objectives
- (d) The monitoring of the impact, based on Performance Indicators, as well as the Assumptions and

Implementers for each strategy envisaged, in a particular time frame

Vision, Mission and Goals of the UKM

Philosophy:

The integration of faith in Allah and useful knowledge as well as the combination of theory with practice are the main elements for knowledge development, the process of building an educated society and University development.

Vision:

To be an advanced university, ahead of the society and time so as to create a dynamic, knowledgeable and morally respectful society.

Mission:

To be a premier university that promotes Bahasa Melayu and disseminates knowledge encapsulated in the national culture

The essence of the UKM Strategic Plan lies in its Mission to be a premier university, which promotes Bahasa Melayu and disseminates knowledge encapsulated in the national culture. The main agenda remains faithful to the generation of knowledge in the context of a global economy as well as the

nurturing of Bahasa Melayu as an intellectual language at the national and international level. In the formulation of her Mission, UKM seeks to address three demands made of a university, that of a universal responsibility, the social contract which binds it to Malaysian society, and natural responses to a changing environment.

In discharging its universal responsibility, the UKM Philosophy takes as a guiding principle that the integration of faith in Allah and useful knowledge as well as the combination of theory with practice are the main elements for knowledge development, the process of building an educated society and University development. The social contract which binds UKM to society is to be the pinnacle of the national education system, to institute Bahasa Melayu as the official, intellectual and economic language, to foster national integration and to determine national identity, to generate, disseminate knowledge for national development and to produce healthy, patriotic graduates with a broad internalist and scientific world-view.

Main Strategies

The overall strategy to achieve the mission lists 10 ensuing strategies in several areas deemed to be contributing components. The strategies are:

- a) To nurture and advance Bahasa Melayu
- b) To emphasise and intensify research

- c) To uplift the quality of academic programmes
- d) To lead UKM to international status
- e) To realise the students' excellence and potential
- f) To equip UKM as a leading agency of the ICT era
- g) To develop and maintain human resources
- h) To implement budgeting according to planning
- i) To provide the required physical infrastructure and environment
- j) To emplace a quality work-culture based on indigenous values

Each strategy mentioned is supported by a detailed activity/ies as well as the internal implementers responsible. Each activity supporting the objective is placed in a particular time frame: short term (2000-2005) intermediate (2005-2010) and long term (2011-2020).

The strategy to nurture advance and Bahasa Melayu (BM) as an intellectual language is expressed in three main objectives: (a) The intensification of the use of BM on the campus; (b) The enhancement of both analogue and digital publication in BM (with the emplacement of mechanisms such as team writing and so on) giving particular recognition for publications in BM and to increase the number of citations amongst UKM academics in the international arena; and, (c) The internationalisation of BM. The acceptance of BM as a medium of communication by UKM academics, their ability to be fluent both spoken and written in the language, adeptness and enrichment ability to the language all present crucial factors for the successful implementation of this Strategy.

Three challenges which need to be addressed in the bolstering of academic achievement through research are: (a) The speed of knowledge advancement and its attendant technologies; (b) The need for adequate research infrastructure; and, (c) Developing society-sensitive research. These challenges will be addressed by the following activities: (a) The intensification of research areas; (b) The strengthening of expertise and efficiency; (c) The bolstering of existing research infrastructure; and, (d) The dissemination of research findings to the public. Several structures in place to achieve this objective include the Bureau of Consultancy, the Incubator Centre and the Centre for Research Management.

The strategy to produce quality programmes at both undergraduate and postgraduate levels involves introducing content based on the principle of economic generation through knowledge-economy or K-economy. Two criteria were used in the design of curricula: (a) The relevance and efficiency of an academic programme, based on the need of the stakeholders; and, (b) the definition of quality, also defined by the stakeholders. Stakeholders include students, parents, society, government and the market. Curricula are designed according to student marketability as well as to professional requirements. Local as well as international requirements are garnered in the design so as to expedite programme accreditation. The curricula are also subjected to internal and external auditing. Four main objectives have been presented to achieve the strategy: (a) The uplifting of academic programme; (b) The provision of greater access to these

programmes; (c) The ability to attract the best students as well as academic staff; and, (d) Providing accredited programmes.

The internationalisation of UKM's image and her achievements to the international community as well as the expansion in her strategic networking calls for working in "Excellence-Centres" and for the academic staff to be actively involved in the generation, dissemination and the sharing of knowledge. International recognition needs acceptance as well as reference (citation) by peers, thus necessitating international networking. Some of the activities listed to achieve this strategy include the facilitation of structures for networking and accreditation at the local and international level, the identification and promotion of centres of excellence in UKM such as the Institute of Environment and Development (LESTARI), the Institute of the Malay World and Civilization (ATMA) and the like. Networking with alumni should likewise be fostered and maintained.

The fifth strategy exists to realize the slogan "Students Today – Leaders Tomorrow", envisioned for UKM students with the three requisites of knowledge, quality and culture. Three components are considered of prime importance in the UKM Education Philosophy: (a) Guidance in the quest for knowledge; (b) A provision of civic culture, which nurtures civil society; and, (c) An environment conducive to the practice and application of knowledge. The fifth strategy is detailed so as to mould the student's personality and potential for excellence, with three objectives in mind: (a) The integration of personality and academic

development; (b) Preparing students for the market; and, (c) Producing a cultured generation.

The UKM physical infrastructure development policy is based on four aspects: (a) The UKM 5-year Plan; (b) Floor area needs; (c) The number of students; and, (d) The UKM development plan. The concept of physical development in UKM is *Intelligent Green*, that is to build “intelligent buildings” complete with ICT facilities without compromising the green of the campus. The first objective in this strategy is to provide new buildings such as various Centres of Graduate Studies, Distance learning and the necessary infrastructure to prepare UKM for ICT. The second objective involves the optimisation of existing space such as lecture centres, laboratories etc. One of the special projects planned is the Sports and Multipurpose Complex to meet increasing students needs. The specific objective to ICT is the coordination between ICT development and the physical infrastructure, to upgrade existing ICT facilities and sources, to augment and train expertise in ICT amongst UKM staff, to build Integrated Information Systems and lastly to involve UKM in the Multimedia Super Corridor (MSC) projects in a more involved and structured manner.

The strategy to handle the issue of human academic resource is to view it from the perspective of knowledge economy generation needing highly trained expertise in technology as well as being creative and confident. The challenge posed to UKM is to attract, sustain and develop an innovative human resource able to sustain the production of intellectual goods and wealth. The first objective in

the strategy is to attract excellent academics through the dissemination of UKM's uniqueness, achievements and facilities. The second objective is to nurture a work-culture enhancing quality and productivity. This objective may be realized by institutionalising non-monetary rewards, a management system based on teamwork and the emplacement of a mechanism to increase the participation, inclusion and representation of each individual at every stage of governance. The third objective is to place emphasis on excellence and a well-charted course of career development.

The strategy of planning according to budget addresses four challenges posed to UKM: (a) To increase and diversify sources of income; (b) To emplace an efficient and decentralized system of financial management; (c) To make academic needs as the basis for financial distribution; and, (d) To provide incentives to those who generate income.

To institute quality in UKM, the practice of a quality work-culture needs to be implemented at all levels. A spirit of struggle and quest for excellence needs to be fostered through instilling patriotism and a set of indigenous values in concordance with universal humanistic values. Three objectives were presented to achieve the strategy: (a) Identifying the relevant values necessary; (b) The implementation of an UKM quality work culture and that dedicated to quality; and, (c) To institute a continuous, sustained improvement in work culture.

Strategic Plan Development Process

Planning Process

1. Definition of strategic planning process:

The strategic planning process is defined as:

“A formal institutional planning and managing process that links all its operations to a procedure, long-term goal, and overall mission with the conformity of as many as possible of the organisation’s members, and taking into consideration important elements in the surrounding environments”.

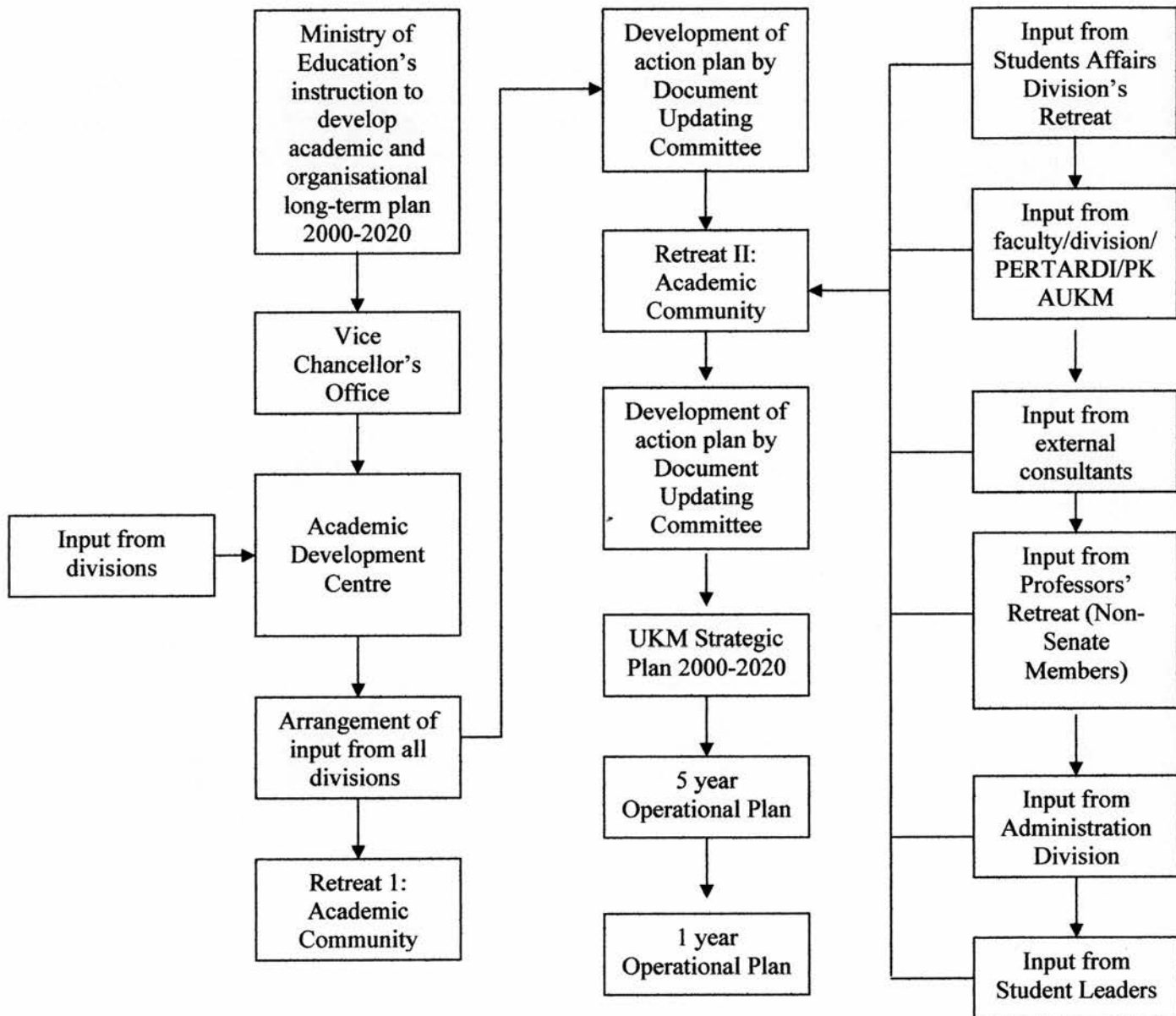
2. Process workflow:

In any strategic planning, particularly in higher education, there are a number of models which UKM can adapt. The model that was used resembles the Shirley model (Slovacek, 1987). In this model, the planning process considers elements, which are shown in Table 4. The flow of the planning process is as described in Graph 1 and started from the Ministry of Education’s instruction to public-funded higher education institutions to develop a strategic plan.

Table 4 Steps in developing the strategic plan

Preliminary Step	Environmental scanning, for situations that can and will effect planning at the national and international levels Shareholder's analysis & Self-analysis
Second Step	Developing mission statement and objectives
Third Step	Developing policy/planning directions from divisions involved: quality advancement of study programmes, physical infrastructure, management plan, niche agenda (Malay language for UKM), financial plan, human resource expansion plan
Fourth Step	Developing the University's strategic plan
Fifth Step	Approval of the plan. Plan being discussed with external parties and stakeholders
Sixth Step	Divisions involved in developing operational plan according to strategic plan
Seventh Step	Operational plan being merged with financial plan

FIGURE 2 UKM Strategic Plan Planning Workflow



Development Activities

The strategic plan was developed with wide participation of the UKM's members. Various inputs had been collected in the year 1999 and early 2000. Six retreats were carried out as described in Table 5.

Table 5 Consultation Process

Input Element	Date & Place	Remarks
Division Heads & Lecturers	26 – 28 April 1999, Riviera Bay Resort, Melaka	Input involved academic administration leaders of the university and lecturers. Presenters talked about main strategies. Retreat participants then discussed about activities to achieve objectives of each strategy. Retreat began with development of vision and mission. Nine strategies were agreed upon.
Asst. Deans, Assoc. Profs & Junior Lecturers	29 – 31 July 1999, A Famosa Resort, Melaka	This retreat involved academic administration leaders of the university, Assoc. Profs and lecturers who had served less than 10 years. Participants went into

		<p>detail of each of the nine strategies and gave additional inputs. Another strategy was developed i.e. practice of quality work-culture.</p>
Professors	27 September 1999	<p>Participants were Non-Senate Member Professors i.e. those who don't hold any administration posts. Participants gave additional input.</p>
Administration Division	2 December 1999, KRU, UKM	<p>Participants were staff of the registrar, treasurer and library divisions. Participants gave additional inputs.</p>
Student Leaders	16 February 2000, KRU, UKM	<p>Participants were student leaders led by the UKM's Students Representative Council. A number of special inputs concerning the students were acquired.</p>
Faculty and Division	June – August 1999	<p>Draft of Strategic Action</p>

Plan distributed to all faculties/divisions to be discussed and feedback acquired from all UKM members.

Committees

The strategic plan was prepared by the Academic Development Centre with assistance from the Strategic Planning Enrichment Committee. The role of the committee is facilitating input-acquiring sessions, improving additional inputs during the sessions and preparing a draft of the Strategic Action Plan. The committee consisted of twelve senior academics from various faculties.

Plan's Conceptual Framework

The plan was developed within the context of the ever-changing world. The guideline for ideas is as described in Graph 2. In this sphere of change, the plan rationale evolves around the following four main points: a) Environmental analysis; b) Vision, mission and goals statement; c) Determining of strategies, objectives and activities; and, d) Actual observation through performance indicators and implementation projection for every strategies in a certain timeline.

(a) *Environmental Scanning* is done in order to understand changes so that UKM will benefit and take the necessary steps. Looking to all outside and inside pressures, UKM will be able to retain quality, relevance, cost effectiveness and equality issues by exploiting its strengths, seizing existing opportunities, distributing resources wisely and playing its role realistically and effectively. The result will enable UKM to shift to a more strategic platform in deciding on expected outcome from courses and scenarios.

(b) Development of *philosophy, vision and mission* is fundamental in a strategic plan structure. Philosophy becomes a moral basis to all consideration and judgments in planning and implementing the university's policies, strategies, programmes and activities. Vision determines the direction of the university in a certain period. Mission explains the basis of the existence of the university in the society and acts as its relevance indicator. This indicator helps us evaluate and prioritise goals and strategies. The main consideration in developing mission includes global responsibility and the university's social obligations. Global responsibility consists of the basic process (education, research and service) elaborated as generation, expansion and conservation of knowledge for the purpose of societal development and harmony, and production of educated graduates. In fulfilling this global

responsibility, both the university and the society bind to a contract to develop together a dynamic society. This demand will have to be fulfilled without any political or economic profit interest of any parties. The society on the other hand holds the responsibility of allocating resources for the university to freely execute its mission. This freedom comprises an autonomy that includes the freedom to conduct researches, give views, ascertain standards and choose society needs that suit the execution of the mission.

(c) *Goals, strategies, objectives and activities* are set as a component to support the basic process of the university, taking the vision and mission as guidance. Goals clarify major performance indicators for each basic process that has to be achieved in certain period. Strategy explains ways of achieving goals that are complimented by objectives and course activities. In deciding which strategy and activity to choose and prioritise, the issue of quality and equality is balanced with mission cost effectiveness and relevance. Efforts to achieve quality are linked to customer satisfaction. The level of satisfaction varies depending on the level of development of the society's socio-cultural aspects, staff knowledge and skills, technology, setting up of academic standards, and also norms of defining good practice. Equality is the answer to the call of fulfilling the right of education for all members of the

society even if it does not fully meet quality criteria. The element of effectiveness comprises issues such as internal process efficiency, management styles and work-culture, knowledge networks that match national and international agenda, usage of technology, and effectiveness of the organizational structure.

(d) The establishment of *performance indicators and predictions* that are based on critical factors for implementing each strategy and activity is intended to evaluate the effectiveness of the plan's implementation in the short term (2000-2005), intermediate (2006-2010) and long term (2011-2020). Performance indicators that are used in the matrix are explained as Major Performance Indicators. Strategies, objectives, activities and indicators are explained in a Target-Oriented Project Planning matrix, as described in Table 6.

FIGURE 3 UKM Strategic Plan Conceptual Framework

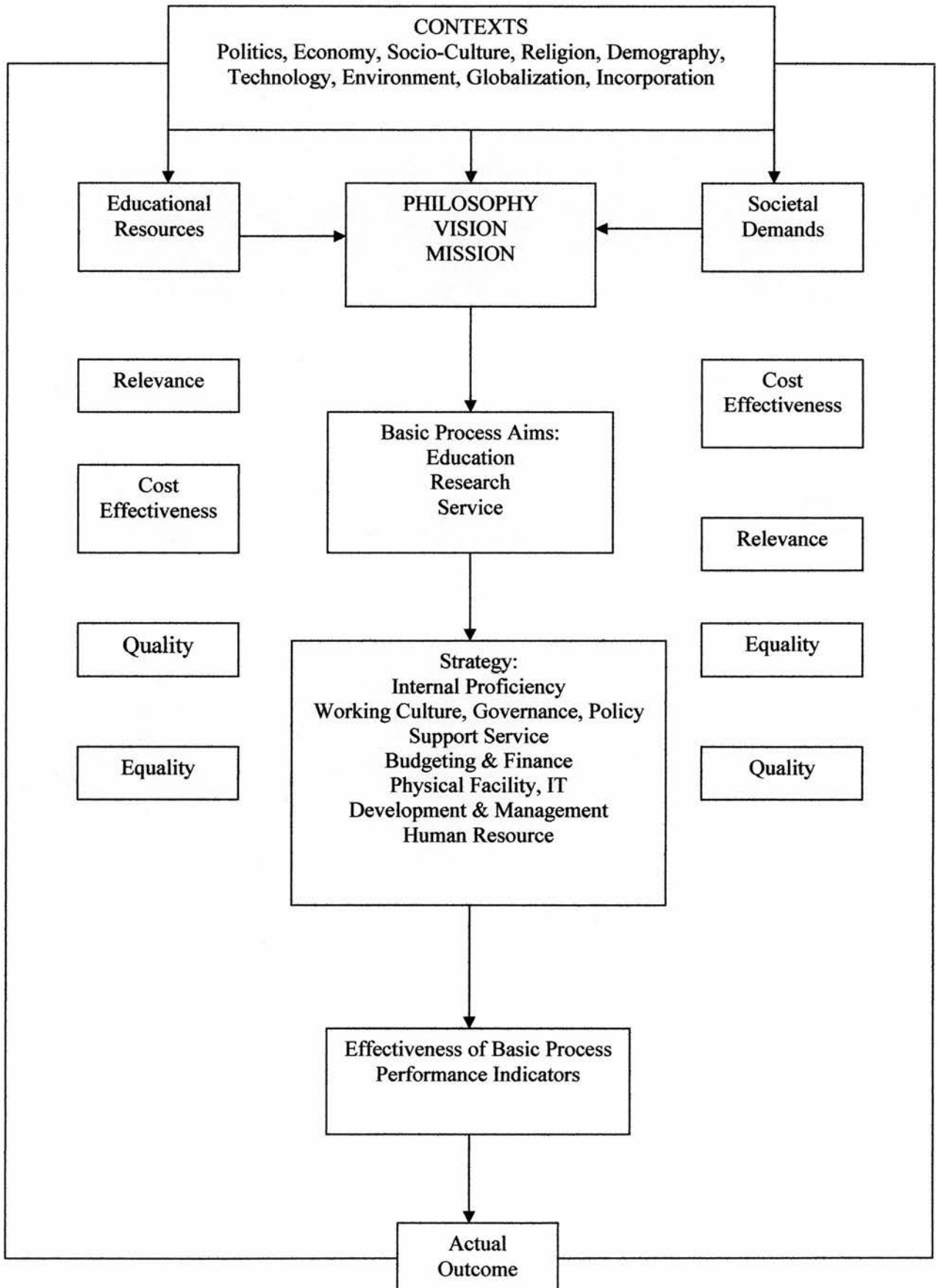


TABLE 6 Target-Oriented Project Planning

Information	Matrix Part
WHY is any strategy taken?	Overall target and purpose of strategy
WHAT is produced by the strategy?	Explanation of strategy
HOW can any strategy be achieved?	Activity
WHAT is the way to achieve results?	Targets (short-term, intermediate and long-term) Short term: 2000-2005 Intermediate: 2006-2010 Long term: 2011-2020
WHICH external factors are critical to support the strategy?	Predictions
HOW to evaluate the outcome of strategy?	Objectively measured indicators (written as indicators in matrix)
WHERE can data be gained to evaluate or verify achievements?	Proving methods

Evaluation and Review Methods

As mentioned above, the establishment of performance indicators and predictions that are based on critical factors for implementing each strategy and activity is intended to evaluate the effectiveness of the plan's implementation in the short term (2000-2005), intermediate (2006-2010) and long term (2011-2020).

According to Prof Dr Che Husna Azhari, Director, Strategic Planning Unit, the Strategic Planning Committee will carry out the review, with the annual

progress report being made by the Academic Development Centre. The committee had just had their first mid-term review of the short-term plan in 2002. Reviews will be made once a year and adjustments to the plan will be made according to progress made during the year.

Strategic Planning Information System (SMPS)

The Strategic Planning Information System (SMPS) is an executive information system that will assist in the evaluation process of the UKM Strategic Plan. The system will enable the implementer for every strategy to evaluate information related to the strategy and to ascertain that the implementation of the strategy achieves its target.

This system is a cooperative project between the Computer Centre and the Academic Development Centre. Its development started in February 2001. In the early phase of its development, two electronic products were developed as support tools:

- a) Strategic Planning Website
- b) Strategic Planning Electronic Version 1 (CD-ROM)

Among the objectives of the system are:

- a) Data entry of measurable indicators
- b) Validation and assessment of measurable indicators

- c) Overseeing and reviewing of measurable indicators information pattern according to findings frequencies (daily, weekly monthly, semester, sixth month, annually)
- d) Observing strategies through measurable indicators information pattern
- e) Strategic planning strategies implemented and targets achieved

All information in the strategic plan is accessible from the UKM website in the SMPS program. For the purpose of data gathering, the program is installed at all faculties and divisions. Data entry and validation can only be done by the faculty's or division's senior management staff. Every faculty/division is given the system's manual and input entry staffs will be trained accordingly.

The final outcome of the SMPS is a performance report that constitutes the basic data that assists the management in drafting, implementing and observing the UKM's strategic plan.

Benefits

Respondents were asked what they saw as the benefits of strategic planning in the university. The responses indicated such feelings as: (a) Helps the university to be future oriented and set realistic goals to meet the challenges; (b) Making the university more organized; and, (c) A clearer sense of direction. A teaching staff

member credited the strategic planning process as the means for real change in the University. "We've really begun to make some of those substantive changes...and these changes have been initiated through a strategic planning process." Additional examples of changes credited to strategic planning included, "changing the working culture in the University...making it more systematic and well-planned" and also "changing the ethical climate of our staff...they have become a more disciplined and result-oriented working force."

Limitations

When asked the limitations or disadvantages of strategic planning, one member of the teaching staff spoke about the difficulty of getting information because the records are as yet non-existent before. He was concerned that staff would have to struggle in the beginning to get themselves committed to the plan. Another member of staff added that the strategic plan poses another burden of workload on lecturers and teaching staff. The faculty dean however denied this as he said that meeting targets and setting goals are part and parcel of any staff member's job. He noted that "Up until now, we haven't had any official complaints about the strategic plan being a burden to lecturers." The strategic plan, according to him, is only a tool, whose success or failure depends on the commitment of the staff members, and they, as the dean observes, are very positive about the plan.

Summary and Conclusions

UKM adopted strategic planning three years ago. The strategic planning process is based on the Shirley model. Respondents believed that the level of support for strategic planning was related to the level of participation in the planning process. Staff members appeared to be supportive of strategic planning, although a few viewed it as a “burden”. The representation of students in strategic planning was limited to aspects related to them. Respondents shared some examples of how strategic planning provided a decision-making process, increased strategic thought and action, provided a plan for resources, and was being implemented. There were also some examples of increased participation, positive impact on student achievement, increased accountability and productivity among staff members, data-based decision making, and unique contributions that helped define the University.

It appears to this researcher that the university has been very successful at implementing strategic planning. Training will be important in integrating the strategic thinking culture and strategic planning processes even though many of the aspects of the latter seem to already been taken care of.

Within-Case Summary

This chapter has provided an overview of the two case-study universities. For each university there is information on the university as well as responses about strategic planning implementation and processes there. Included is detailed information on strategic planning efforts, and the perceived benefits and limitations of strategic planning.

As Yin (1984) suggests, a replication logic was followed with each case being viewed as a study in itself. This overview lays the foundation for the next chapter where the data will be analyzed in a cross-case fashion. This cross-case analysis will identify similarities or patterns across the universities which might give insights into the potential role of strategic planning as one means of restructuring Islamic education.

CHAPTER 7

CROSS-CASE ANALYSIS OF RESEARCH QUESTIONS

Introduction

This chapter addresses the research questions associated with cross-case analysis. It is a synthesis of the findings from the two case studies. A synthesis condensed the expansive amounts of information into a clear format and identifies emerging patterns as a basis for discussion.

An average of ten individuals were interviewed at each of the two universities. The twenty individuals included management, teaching, administrative and support staff. The interview format (Appendix B) was used as a guide for each meeting. Not all questions were asked of all respondents. For example, those with a background in a particular area, e.g., administrative tasks, were asked to expand on their area of experience.

Because this study is both exploratory and qualitative and is searching for hypotheses, ideas, and insights, no effort was made to quantify responses or to authenticate the perspectives of individual respondents. Many of the questions sought opinions and views on the benefits and limitations of the different processes being studied. The answers may or may not reflect actual practices. Furthermore, this chapter may contain opinions which are in conflict with one another, since the chapter deals with perceptions. The synthesis includes opinions

that were shared by the majority of the respondents, as well as perspectives and ideas that were only mentioned by one or two individuals. Some of the most interesting responses were those that were uncharacteristic.

This chapter includes three sections, each addressing the following research questions: (a) What are the similarities in the strategic planning at both universities? (b) What are the differences in the strategic planning at both universities? (c) What are the potential benefits of strategic planning? and, (d) What are the potential limitations of strategic planning? An evaluation of the strategic plans of the two universities is included as Appendix E.

Comparison of Strategic Planning at Both Universities

This section is a summation of the findings associated with the similarities, i.e. elements the universities have in common as far as their strategic planning is concerned, and differences, i.e. what and how the universities differ in their planning. For the purpose of identifying the similarities and differences, the researcher has taken into consideration six main aspects as underlined below:

- a) Timeframe of the plan
- b) Vision, Mission and Goals
- c) Measurable Targets
- d) Main Strategies
- e) Development Process

f) Evaluation and Review Methods/Frequencies

Similarities

a) Main Strategies

IIUM and UKM both base their strategic planning on six core areas: (i) Academic programmes; (ii) Students; (iii) Research; (iv) Facilities; (v) Human resources; and, (vi) Finance/Budgeting.

b) Development Process

Both universities resorted to organising retreats as a way of gathering all personnel in order to set up their strategic planning. IIUM organised two retreats, both outside their campus borders, while UKM held six, two of them on campus.

c) Evaluation and Review Frequencies

Both universities evaluate their strategic planning progress once a year.

Differences

a) Timeframe

The two universities differ in the timeframe they set up for achieving their targets. IIUM puts ten years from the year 2000 to 2010 as their timeframe while UKM puts twenty years from the year 2000 till 2020.

b) Vision, Mission and Goals

IIUM has a more global-oriented vision, mission and goals. It tends to tackle issues like Islamization, Internationalisation and the progress of the Muslim *Ummah*. This, in the opinion of the researcher, reflects the university's status as an international university. UKM on the other hand portrays itself as more locally oriented. It talks about fulfilling the national education agenda, upholding Bahasa Melayu as its medium of instruction and contributing to the society's advancement in knowledge.

c) Measurable Targets

The two universities have different approaches when it comes to identifying measurable targets. IIUM identified five measurable targets: (a) Expectations of student population; (b) income generation; (c) staff population; (d) ICT facilities; and, (e) Research and publication. UKM meanwhile breaks up its targets into three phases: (a) Short term targets; (b) Intermediate targets; and, (c) Long term targets.

d) Main Strategies

Although there are similarities in most of their main strategies as described above, they also differ in that IIUM has four core components other than the ones described above set up as its main strategies, i.e. (a) Postgraduate programmes; (b) Consultancy; (c) Infrastructure; and, (d) Networking/smart partnership. UKM also includes five other areas as its main strategies, i.e. (a) Bahasa Melayu; (b) Internationalisation; (c) Information and communication technology; (d) Environment; and, (e) Working culture.

e) Development Process

In terms of the development process, IIUM incorporates both a top-down and bottom-up plan (see below). The plan was first outlined by a senior management team before being discussed with other members of staff. This is where the staff get the chance to get involved in the plan. Retreats were organized and facilitated by a Planning Unit. UKM's plan is more committee-based and was founded on the Shirley model (a discussion of which is included below). It embarked on a seven-step development process. Discussion sessions (retreats and meetings) are facilitated by the Academic Development Centre.

f) Evaluation and Review Methods

Evaluations and reviews at IIUM are conducted by a management team and are held in formal and informal meetings. In UKM however, they are conducted by a Strategic Planning Committee and are based on computerized performance indicators (SMPS).

Shirley Model for the Implementation of Strategic Planning in Education

Any strategic planning process is only of value if it can be implemented. The implementation process must involve at its core institutional budgeting and decision-making processes.

Dr Robert C. Shirley, the former President (1984-1996) of the University of Southern Colorado and a nationally known expert on strategic planning for

institutions of higher education in the United States of America, stresses that the planning process must be open and inclusive. He identified three major sources of input to the process: (a) External threats and opportunities; (b) Internal strengths and weaknesses; and, (c) The values of the institution. He also described a number of obstacles to successful strategic planning. Among the pitfalls, he particularly stresses the need for a strong commitment to the process from key decision-makers. Another potential pitfall, Shirley indicated, was a tendency to drown in data.

The Shirley model suggests a twelve to fifteen member committee, primarily faculty, with one dean, one Vice Chancellor (not the VCAA), and one or two representatives of the students. The model resembles committee-based strategic planning, explained in the next section.

Under the Shirley model, program review has a role in helping the Strategic Planning Committee to determine resource allocation. The scope of a strategic program review is thus fundamentally different from most accreditation reviews, which focus primarily on program and faculty quality. Shirley puts it this way:

“With regard to program-specific priorities, the issue becomes that of identifying the academic and administrative programs to be enhanced, maintained, reduced, or eliminated. This component of the overall strategic reform effort is perhaps the most difficult of all, both intellectually and emotionally. However, it is also the most important decision facing

institutions in terms of resource implications and ability to serve the needs of targeted clientele. The economic and political forces discussed above demand that institutions today face squarely the need to narrow their programmatic scale and scope.” (Shirley, 1994 cited in www.wcu.edu/stratplan)

The Shirley model recommends that a strategic program review be conducted as quickly as possible because of the anxiety and opposition it is likely to engender. Shirley suggests six months as the optimal time for the review.

Among the universities adopting the Shirley model in their strategic planning are:

1. New Mexico State University
2. University of Central Florida
3. University of South Carolina at Aiken
4. Western Carolina University
5. St Cloud State University

Tables 7, 8 and 9 present a summary and comparison of the major stages in the two different strategic planning processes as adopted by IIUM and UKM: the top-down method and the committee approach.

TABLE 7 A Comparison of Two Strategic Planning Models
(Quong, Walker and Stott, 1998, pp. 145-146)

Top-down strategic planning	Committee-based strategic planning
<u>Scope and purpose</u>	<u>Scope and purpose</u>
Begins with the organisation's senior management identifying the scope and purpose of the strategic plan	Begins with the organisation's senior management identifying the scope and purpose of the strategic plan
<u>Responsibility</u>	<u>Responsibility</u>
An internal or external consultant is engaged and given approximately three to sixth months to develop the plan	A management committee is formed to oversee the strategic plan. Staff nominated to join sub-committees to examine aspects of the organisation's operation. The process usually takes several months
<u>Identifying goals</u>	<u>Identifying goals</u>
Consultant identifies what the organisation should be doing and achieving by referring to the community and policy directives, and to national and international influences.	Sub-committees review aspects of the organisation's past and current operation. Recommendations are made along with goals for their areas of concern.

Current performance

An audit of the organization is undertaken by consultant. Audit is to determine what the organization is currently doing and achieving. It may involve review of work practices.

Strategic direction

Based on audit reports and environmental scans, the strategic direction is determined by the organisation's executive. This usually takes the form of guiding principles or future strategies.

Action plans

All the organisation's work units are required to submit detailed plans on how they will achieve the strategic directions. These include action plans, performance indicators and resource reviews.

Final strategic plan

Based on the action plans submitted, the executive makes decision on restructuring, and a final plan is produced and distributed. The plan is fixed.

Evaluation

Strategic plan is evaluated in preparation for a new planning cycle.

Negotiation

Sub-committees negotiate or compete for greater share of limited resources. Groups argue for their focus areas being given greater priority than others.

Strategic direction

Reports of committees collated by management committee, followed by the development of a single plan for the organization. Senior management determines strategic direction.

Action plans

All the organisation's work units are required to submit detailed plans on how they will achieve the strategic directions. These include action plans, performance indicators and resource reviews.

Final strategic plan

Based on the action plans submitted, the executive makes decision on restructuring, and a final plan is produced and distributed. The plan is fixed.

Evaluation

Strategic plan is evaluated in preparation for a new planning cycle.

TABLE 8 The Top-Down Model (Quong, Walker and Stott, 1998, p. 133)

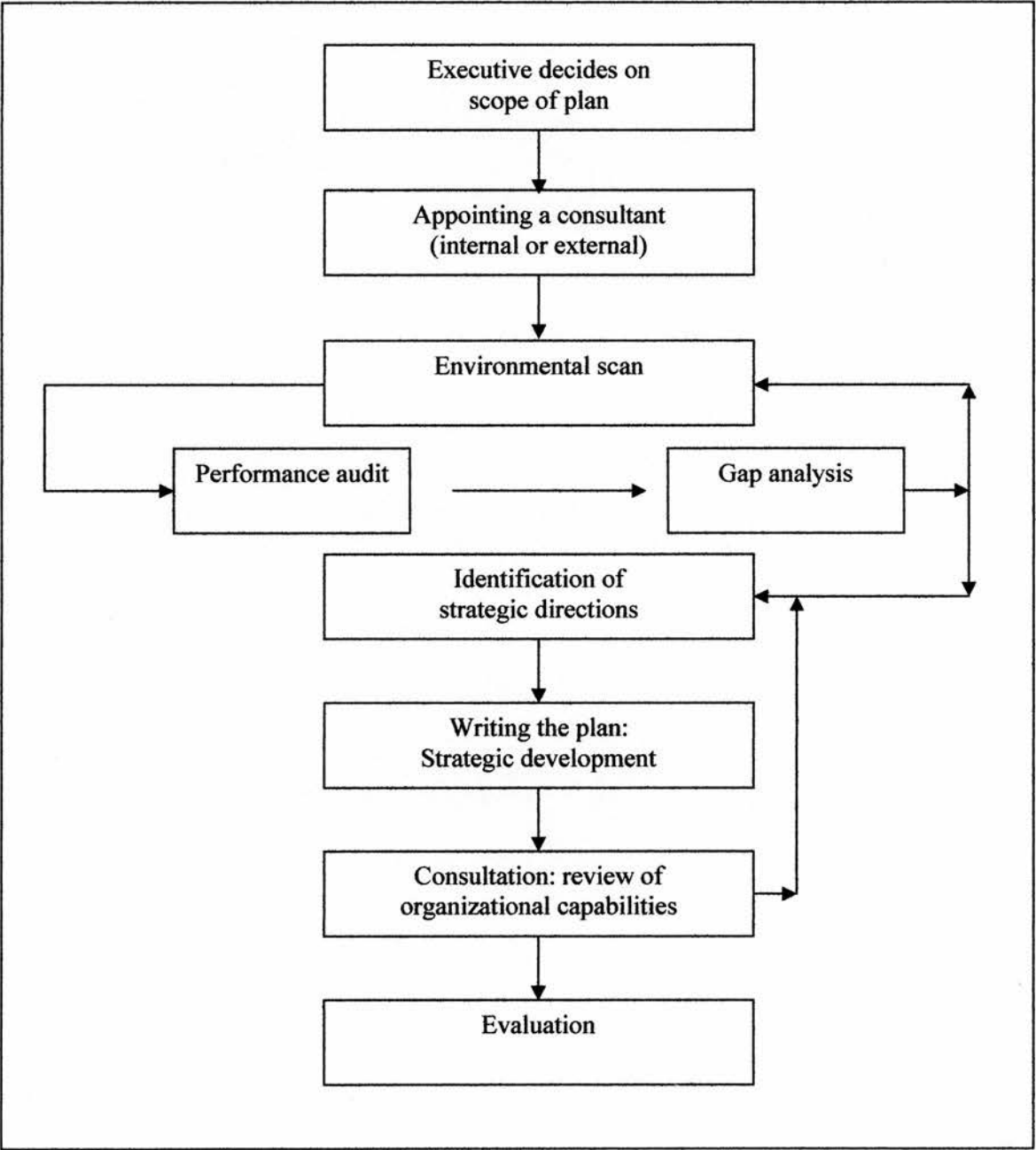
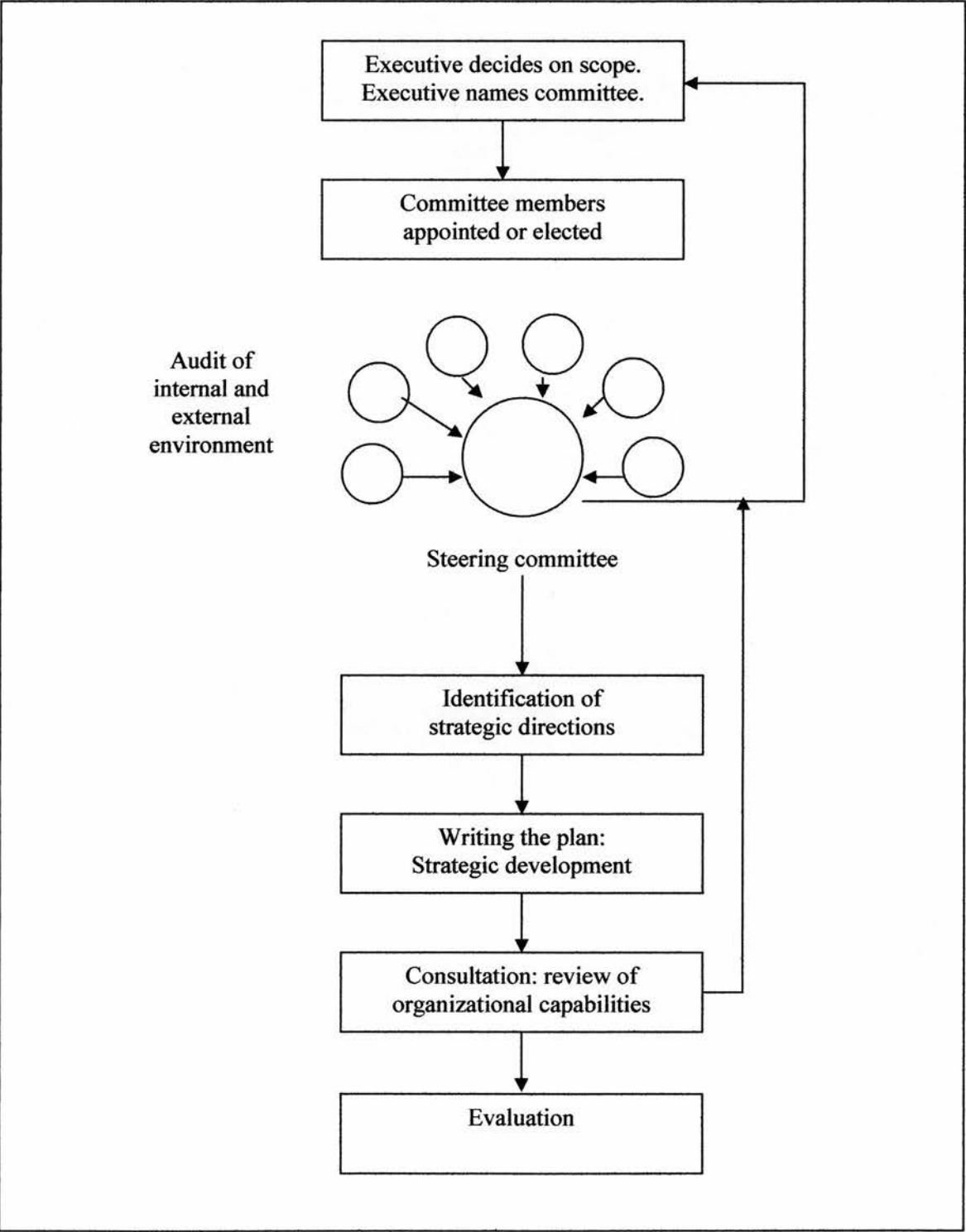


TABLE 9 The Committee-based Model (Quong, Walker and Stott, 1998, p. 139)



Potential Benefits of Strategic Planning

Among the responses received from respondents at both universities, when asked about the potential benefits of strategic planning, are:

1. It helps in aligning resources
2. It provides a focus
3. It's a common agreement on how to get better, to change and improve
4. It provides consistency
5. It helps the university to be future oriented and set realistic goals to meet challenges
6. It makes the university more organized
7. It provides a clearer sense of direction
8. It provides the means for real change in the University
9. It helps change the working culture in the University, making it more systematic and well-planned
10. It helps change the ethical climate of the staff

These responses are comparable to what many researchers have described about strategic planning. Bryson (1995), Cook (1990) and Kaufman (1992) for instance note that "By definition, strategic planning can be a context for change, for moving from a current state to the creation of something entirely new and

different. Strategic planning is focused on the vision of schooling in the future". Bean (1993) adds that strategic planning adds focus, is proactive rather reactive and thus makes the organization less vulnerable to internal and external pressures.

According to respondents in Conley's (1990) strategic planning survey, a strategic plan is helpful in focusing resources to accomplish the strategic plan goals.

Where strategic planning falls short

Among the responses received from respondents at both universities, when asked about the potential limitations of strategic planning, are:

1. The time, energy and costs necessary to carry out the strategic planning well
2. The staff's commitment to the implementation of the plan
3. The difficulty of getting information because prior records do not exist
4. The problem of getting used to the plan
5. The burden of an additional workload to lecturers and teaching staff

One of the major challenges of strategic planning is ensuring commitment at the top because, in some ways, strategic planning reduces executive decision-making power. It encourages involvement throughout the organisation, and

“empowers” people to make decisions within the framework defined by the strategic planning process. As a result, this shifts some of the decision-making from the executive office to the participants.

Commitment of the people throughout the university “grows out of a sense of ownership of the project” (Mintzberg, 1994, p. 172). Such commitment is essential to success. Strategic planning implies organisation-wide participation, which can only be achieved if people believe that their involvement counts, and that they will benefit from the process.

Respondents in Evanich’s (1997) strategic planning survey believed that the strategic planning process was very “time intensive,” and saw as a limitation the “agony of going through it” while Bryson (1995) comments that “Successful implementation (of strategic planning) requires vast amounts of time, focus, money, and effort.”

PART IV: CONCLUSIONS

CHAPTER 8

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

This chapter is an explanation of what was learnt from the interviews, the analysis of transcripts, and the writing of the within-case and cross-case profiles. Based on the findings in Chapters 6 and 7, the information in the review of literature, and the experiences and opinions of the researcher, the following conclusion explores the possible relationship of the value added and the potential conflicts which may arise when strategic planning is implemented in Islamic education.

In presenting the conclusions, the researcher tries to address eight primary questions: (a) What is it that the researcher understands now that was not understood before the study? (b) What surprises were encountered? (c) What were the confirmations of previous instincts or theories? (d) Were the findings consistent with the literature? (e) Were there any inconsistencies between the literature and the research findings? (f) Was there any new information that was not in the literature? (g) What are the suggestions for further research? and, (h) What did the research personally mean to the researcher?

Discussion of the Research Process and Findings

This study sought to determine how strategic planning procedures were employed in two Malaysian public universities and to explore the advantages as well as problems in implementing strategic planning in Islamic education institutions themselves. At the same time the primary purpose was to study any compatibility issues, benefits and/or limitations as well as to examine the current practice to see its effectiveness and contributions in improving the quality of Islamic education and the institutions. An additional focus included possible 'customisation' of existing models to accommodate the characteristics and uniqueness of Islamic education.

This was a comparative case study, which utilized qualitative methods to research two Malaysian public universities; one is an international Islamic university while the second has the largest Islamic studies faculty in the country. Four research questions directed this study, namely: (a) What are the similarities between the two universities' strategic planning? (b) What are the differences between the two universities' strategic planning? (c) What are the potential benefits of strategic planning in Islamic education? and, (d) What are the potential limitations of strategic planning in Islamic education?

The data was collected through interviews, document analysis, and direct observation. The researcher took a period of six months to complete his fieldwork. Notes were taken during each interview and the interviews were recorded.

Notations were made of actions and artefacts related to the study, and relevant documents were collected. The transcripts, observation notations, and documents were all analysed. The findings were reported in a within-case analysis and a cross-case analysis.

Conclusion

Analysis of the survey responses indicated the following findings: (a) Both universities have a similarity in certain elements of their strategic planning, i.e. main strategies, development process and evaluation and review frequencies; (b) They somehow differ in certain other elements of their strategic planning namely, timeframe, vision, mission and goals, measurable targets, main strategies, development process and evaluation and review methods; (c) Respondents agreed that strategic planning has a considerable number of potential benefits namely, alignment of resources, clearer sense of direction and a focus, a mechanism to change and improve, and allows the university to be future oriented and set realistic goals to meet challenges; and, (d) Respondents also agreed that there are also potential limitations of strategic planning in areas like commitment of the staff, its time, cost-intensive and agonizing process, difficulty in retrieving pre-plan information, the problem of getting used to the plan, and the burden of an additional workload to staff, especially those involved in teaching and other academic-based tasks.

Both universities in this study employed a strategic planning model that was unique to them. Both universities have been involved in strategic planning for three to four years. The levels of support and involvement were somewhat similar, with the range of stakeholder involvement comparable. Utilizing as a framework the benefits of strategic planning found in the review of literature, the current research supported the following benefits:

- It helps in aligning resources, by focusing the resources on the key priorities
- It provides a clearer sense of direction and a focus, by creating a framework of determining the direction a university should take to achieve its desired future
- It's a common agreement on how to get better, to change and improve, by bringing together everyone's best and most reasoned efforts which has an important value in building a consensus about where an organisation is going, and allowing all university constituencies to participate and work together towards accomplishing goals as well as raising the vision of all key participants, encouraging them to reflect creatively on the strategic direction of the university
- It helps the university to be future oriented and set realistic goals to meet challenges, by providing a framework for achieving competitive advantage

The following are additional benefits that were identified by respondents and not readily identified in the extant literature:

- It provides a consistency or a continuous process of improvement in the universities
- It provides a means for real change in the universities, improving not only the way the universities work, but also the working culture and ethical climate of the staff

Utilizing as a framework the limitations of strategic planning found in the review of literature, the current research supported the following limitations:

- Commitment of the staff in carrying out the implementation of the plan
- Time and cost-intensive as well as agonizing process

The following are additional limitations that were supported by respondents and not readily found in the extant literature:

- Difficulty in retrieving pre-plan information
- The problem of getting used to the plan
- The burden of an additional workload to staff, especially those involved in teaching and other academic-based tasks

The respondents in the research overwhelmingly supported strategic planning as a valuable and effective process in the universities. The majority of the respondents perceived strategic planning as having a positive impact on the administration and management of the institutions, the utilization of resources and guidance of the decision making process of all administrators in the universities.

Most respondents reported that the universities' strategic planning process was orchestrated by the management level staff. The format of the strategic plans

included the basic components of vision, mission, goals, strategies, action plans, and measurement or evaluation. However, comments supplied by various respondents and copies of strategic plans submitted revealed that the actual format of strategic plans varies between the two universities picked for the research.

It can also be concluded that the development process of the strategic plans was similar in the case of the two universities. Respondents indicated that they conducted a performance audit or needs assessment to identify strengths, weaknesses, opportunities and threats as well as getting participation from all staff levels.

The review of literature supported the value of strategic planning in leading organizations with utilization of resources and decision-making procedures. University administrators should pay close attention to the actual process and activities utilized in the development and implementation processes as opposed to the format or having a completed document. The value and success of strategic planning is in the planning process itself as opposed to the actual finished document.

The literature review also supported the significance of planning for learning institutions as those who did not embark on this activity would find themselves overtaken by their competitors as indicated by the fate of the *pondoks* and *madrasahs* in Malaysia. Strategic planning provides just that, a tool which can assure the survival of an organization.

Summary of the Benefits and Limitations of Strategic Planning

The current research supported the following benefits:

1. It helps in aligning resources, by focusing the resources on the key priorities
2. It provides a clearer sense of direction and a focus, by creating a framework of determining the direction a university should take to achieve its desired future
3. It's a common agreement on how to get better, to change and improve, by bringing together everyone's best and most reasoned efforts
4. It helps the university to be future oriented and set realistic goals to meet challenges, by providing a framework for achieving competitive advantage
5. It provides a consistency or a continuous process of improvement in the universities
6. It provides a means for real change in the universities, improving not only the way the universities work, but also the working culture and ethical climate of the staff

On the whole, strategic planning has a positive impact on the administration and management of the institutions, the utilization of resources and guidance of the decision making process of all administrators in the universities.

The current research also supported the following limitations:

1. Commitment of the staff in carrying out the implementation of the plan
2. Time and cost-intensive as well as agonizing process
3. Difficulty in retrieving pre-plan information
4. The problem of getting used to the plan
5. The burden of an additional workload to staff, especially those involved in teaching and other academic-based tasks

Implications for Islamic Education

Respondents of the research indicated that strategic planning is a planning tool that could further improve the management of Islamic education. Indeed, they were able to integrate the philosophy and values of Islamic education into the plan as evidence of the vision and mission statements of the IIUM. No incompatibility issues were found during the research. Respondents agreed that having a plan for the future is vital for the institution. Strategic planning gives them the opportunity to decide what and how to work for the betterment of Islamic education. As an Islamic university, IIUM was able to have 'Islamic' values, beliefs and teachings inculcated into the plan, whereas the Faculty of Islamic Studies at UKM had to follow what the university as a whole had decided.

As stated earlier, both universities followed different models of strategic planning. The researcher is satisfied that from his point of view, having been personally involved in this research, there is no need for a specific, 'customised' model for the Islamic education sector. Any model can be used as they only serve as a planning guide for the planners. Models indicate the process one has to follow in order to strategically plan for his organization. Different models have different approaches and different emphases. It's up to the planners to decide which model to follow based on their needs and necessity. Perhaps the most important thing that should be kept in mind for any institutions when doing strategic planning, including Islamic education institutions, is that staff at all levels should embark on a paradigm shift, a shift in the way they think and react. Staff should be goal-oriented, positive thinking and have a proactive approach. Strategic planning requires strategic thinking and acting, which in turn require a long-range focus and are proactive. Strategic thinking and acting can be reflected in the strategic plan in a way that may direct attention to the critical issues and concerns in an organization and help to focus all its efforts.

Implications for Future Research

This research has been an exploration into an area not previously researched in Islamic education. Categories emerged as a result of qualitative methodology and inductive logic, and a framework was formed. Rather than providing any definitive

conclusions, this study provides a conceptual basis for further research, a responsibility of any researcher. This thesis proposes five areas that are deserving of further research:

- a) What is the relationship between the practice of strategic planning and increased academic achievement? How can this be determined? What data will be collected and measured to most accurately record academic gains? What are the strategic planning variables most directly associated with achievement gains?
- b) Are there institutions that attempted to incorporate strategic planning but abandoned the process (es)? If so, what were the conflicts and reasons? What are these institutions doing to remain viable? What can be learned about strategic planning by an analysis of these institutions?
- c) What do institutions of other religions e.g. Christian, Jewish etc. do to improve the quality and survival of their religious-based education institutions? And how do they do this?
- d) Qualitative and quantitative research should be combined to validate the research findings in the survey. Interviews conducted with respondents could reveal further specific information regarding the development and implementation process used with the universities' strategic plans.
- e) Additional research could be carried out at institutions in other Muslim countries to validate the findings of this study in Malaysia.

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University of Edinburgh.

**APPENDIX A: CURRENT PRACTICE OF STRATEGIC PLANNING
IN HIGHER EDUCATION**

	Q1 (the process-models / consultants used)	Q2 (focus points of the planning)	Q3 (positive / negative impacts)	Q4 (problems / obstacles encountered)
ALBANY	Strategic Planning Committee	International Dimensions of the University and Technological Resources	NA	NA
CSU	NA	1.Educational Results 2.Access to Higher Education 3.Financial Stability 4.University Accountability	NA	NA
UMC	Two Committees Representing Programs Leadership Worked with Co-Directors and Outside Consultants. Other Committees: Policy and Review, Planning, Planning Subcommittees	1.Information System and 2.Management Research 3.Changes	NA	NA
GSU	Strategic Planning Council, Starts with Program Review, Model Supplied by Dr Bob Shirley	NA	NA	NA
FIU	Broad Based Participation and Data Driven, Implemented Under Direction of a Strategic Planning Council	NA	NA	NA
Texas A&M	Model Similar to Mintzberg's – Six-Step Model: ASSESS, DEVELOP ALTERNATIVES, EVALUATE ALTERNATIVES, DECIDE, PLAN, IMPLEMENT.	NA	The Plan Influenced the Day-to-Day Decisions & Activities	Time Constraint, New Department Head
LCC	Used a Mandated, Interactive, Social Approach – Decisions by Consensus	1.Life-long Learning 2.Rapid Technological Change 3.Diverse Population 4.Internal Systems 5.Financial Resources 6.Workforce & Workplace Training	NA	NA

LUC	Used a Concentric-Circle Approach	1.Student Learning & Environment 2.Faculty Scholarship 3.Quality of Work Life for Faculty and Staff 4.Enrollment & Retention 5.Partnership Between Advancement Units and Each College	NA	NA
UOE	NA	1.Continuing Excellence in Education 2.Educational Opportunities 3.Life-long Learning 4.Research & Training 5.Position as World Class International University 6.Contribution to the Community 7.Professional Training & Activity 8.Quality Management	NA	NA
QMUC	NA	1.Educational Provision 2.Research 3.Knowledge Transfer 4.Institutional Profile 5.Physical Resources 6.Human Resources 7.Organisational Development 8.Internal Systems and Services	NA	NA

APPENDIX B: TEST-RUN QUESTIONNAIRE

STRATEGIC PLANNING IMPLEMENTATION QUESTIONNAIRE

As part of my PhD research, I am collecting information about the implementation of strategic planning at Malaysian higher education institutions that have Islamic education as one of their courses. This questionnaire forms the test run part of the research.

The aim of the research is to study, evaluate and review the strategic planning process as implemented at these institutions and also the suitability of it as a planning tool in Islamic education.

Even if your organisation does *no* strategic planning at present, a review of this questionnaire should be instructive as the individual questions identify those considerations that are primary in designing and implementing an effective process.

You can also answer the questionnaire on-line at <http://ahmadramzi.tripod.com/questionnaire/index2.html>

You can contribute to the research by completing this questionnaire. All information collected will be used in the strictest confidence and only for the purposes of this project.

Please write the appropriate answers by selecting one from the options wherever applicable.

Many thanks.

Name: _____

Post: _____

Organisation: _____

Years of experience in planning: _____

Yes – 1

No – 2

Not Sure – 3

1. Does the organisation have any specific planning e.g. strategic planning, long-range planning, short-range planning etc.? ☐
2. Are these plans considered a strategic plan for your institution? ☐
3. What is the time frame of the strategic plan?
 - 1) 3–5 years ☐
 - 2) 6–7 years ☐
 - 3) 8–10 years ☐
 - 4) Other (please specify) _____
4. Does the organisation follow a defined set of procedures in its strategic planning process? ☐
5. Is the plan done at a specific time of the year? ☐
6. Does the organisation have a written strategy and make strategic decisions based on the strategic plan? ☐

7. Does the organisation clearly assign responsibility for action plan implementation and reconcile resource allocation and availability? ☐

8. To whom does the organisation assign the responsibility of the planning e.g. a person, a team etc.?

9. Is there any involvement at all from external experts/consultants? ☐

10. How will the management monitor and track implementations of the strategic plan?

11. When is it done and by whom?

12. Does the organisation review its strategic progress regularly and revise strategic decisions as appropriate? When is this done?

13. What is the plan to communicate the strategic plan?
- _____
- _____
- _____
14. What other planning activities do you have in the organisation?
- 14.1 _____
- 14.2 _____
- 14.3 _____
15. What factors are causing the organisation to change?
- _____
- _____
- _____
16. What are the biggest obstacles faced by the organisation in implementing the strategic plan?
- 16.1 _____
- 16.2 _____
- 16.3 _____
17. What are the impacts of the obstacles faced on the strategic plan?
- 17.1 _____
- 17.2 _____
- 17.3 _____

18. How does the organisation deal with the obstacles?

19. What improvements has the organisation benefited from after implementing strategic planning?

19.1

19.2

19.3

20. Is the organisation willing to take part in my research as a sample?

☐

Thank you for taking your time answering the Strategic Planning questionnaire.

Your feedback is needed, please take a moment to answer these brief questions:

The questionnaire was presented in an easy to read format

☐

The questionnaire was easy to understand

☐

The questionnaire applies directly to some aspect of my job

☐

My suggestion (s) to improve the questionnaire:

1.

2.

3.

I have already completed one of these questionnaires before

☐

Respondents:

Prof Dato' Dr. Mahmood Zuhdi Abdul Majid

Director

Islamic Studies Academy

University of Malaya

Kuala Lumpur, Malaysia

Prof Dr Nik Azis Nik Pa

Head, Corporate Planning Department

University of Malaya

Kuala Lumpur, Malaysia

Prof Dr Ismawi Hj Mohamad Zen

Deputy Rector (Planning & Development)

International Islamic University

Jalan Gombak, Kuala Lumpur,

Malaysia

Dr Mohd Som Sujimon

Dean

Kulliyah of Islamic Revealed Knowledge & Human Sciences

International Islamic University
Jalan Gombak, Kuala Lumpur,
Malaysia

Prof Dr Che Husna Azhari
Head, Strategic Planning Division
Academic Development Centre
National University of Malaysia
Bangi, Selangor, Malaysia

Assoc. Prof. Dr. Mohammed Yusoff bin Hussain
Dean, Islamic Studies Faculty
National University of Malaysia
Bangi, Selangor, Malaysia

Prof. Dato' Dr. Abdul Shukor Bin Hj.Husin
Rector,
Islamic University College of Malaysia
Kuala Lumpur, Malaysia

APPENDIX C: INTERVIEW FORMAT

Day & Date: _____

Time: _____

Place: _____

Name of Interviewee: _____

Title: _____

Organisation: _____

Structure:

1. The Plan

- Written goals and objectives
- Specific planning e.g. strategic planning, long-range planning, short-range planning etc.
- Time frame of the strategic plan
- Is strategic planning a top priority activity, performed on a regular basis, e.g. each year?

2. The Corporate Planner

- His/her responsibilities
- His/her own perception of strategic planning
- His/her position in the organisation structure
- The pressures that he/she faces

3. The CEO

- His/her responsibilities

- His/her own perception of strategic planning
 - Time he/she spends on strategic planning
 - The pressures that he/she faces
4. Formality
- Defined procedures followed in the strategic planning process
 - Time the plan is done
 - The personnel who does it
5. Implementation & Execution
- How external analysis is done
 - How internal analysis is done
 - Written strategy
 - Strategic decisions based on the strategic plan, examples?
6. Participation
- Responsibility of the planning e.g. a person, a team etc.
 - Roles of top executives in the strategic planning
 - Responsibility for action plan implementation
 - Resource allocation and availability
 - Rewards for individuals responsible for strategic planning and implementation with successful performance
 - Involvement from external experts/consultants
7. Evaluation & Monitoring
- Monitoring and tracking process of implementations

- Time and person responsible
- Frequency of review
- 8. Communication
 - The communication plan (of the strategic plan)
- 9. Linkages
 - Other planning activities in the organisation
 - Their linkages to strategic planning
- 10. System Start-up
 - Drivers that change the organisation (to do strategic plan)
 - Normal mechanism for the strategic planning process to begin
 - Who initiates it
- 11. Obstacles
 - Biggest obstacles faced by the organisation in implementing the strategic plan
 - The impacts of the obstacles faced on the strategic plan
 - How does the organisation deal with the obstacles
- 12. Advantages/Disadvantages & Improvements
 - Significant advantages of the organisation of having a strategic plan
 - Improvements the organisation benefited from after implementing strategic planning

Respondents:

**Dr D B Nelson,
Director of Planning,
University of Edinburgh**

**Mrs Rosalyn Marshall
Vice Principal,
Strategic Corporate Services,
Queen Margaret University College,
Edinburgh**

**Dr John Kemp
Acting Assistant Director,
HE Strategy
Scottish Higher Education Funding Council**

APPENDIX D: SAMPLE OF INTERVIEW TRANSCRIPT

Interview with Prof Dr Ismawi Mohamad Zen, Deputy Rector (Planning & Development), International Islamic University Malaysia (IIUM)

Date of interview: 10 December 2002

Location: Office of Deputy Rector (Planning & Development)

Length: 60 minutes

Note: The interview was done in Malay Language

Question 1:

Can you please give a brief background about the history of the implementation of strategic planning in the university?

Answer 1:

The implementation of strategic planning in this university started in 1995, and later all public universities was directed by the government to adopt a strategic plan. We could say that we are the pioneer of implementing strategic planning in universities in Malaysia.

Question 2:

Can you please explain the development process of the university's strategic plan?

Answer 2:

Basically the University's top management team first set an agenda by setting a meeting where they came up with an overall plan for the University. The University then organized retreats so as to gather all staff to discuss the plan in detail and get their participation in the plan. We had organised two retreats of all staff in Kuantan and Malacca for this purpose and they had come up with brilliant ideas for the plan. Next step was kulliyahs and departments held meetings to have a further discussion based from the outcomes of earlier discussion.

Question 3:

What is the time frame of the strategic plan?

Answer 3:

It is a ten year plan that is from 2001 until 2010.

Question 4:

To whom does the organisation assign the responsibility of the planning?

Answer 4:

The planning unit under the Deputy Rector's (Planning and Development) office, oversees the implementation of the strategic plan. The unit also acts as facilitator to the development process, organizing meetings and retreats for the staff.

Question 5:

Is there any involvement at all from external experts/consultants?

Answer 5:

No, there's no involvement from external experts or consultants.

Question 6:

What are the focus areas of the university's strategic plan?

Answer 6:

The plan focuses on these eight areas which include:

1. Academic programmes
2. Students
3. Postgraduate programmes
4. Research and consultancy
5. Infrastructure/facilities
6. Human resources
7. Finance
8. Networking/smart partnership

Question 7:

Does the organisation review its strategic progress regularly? When is this done?

Answer 7:

Yes, a review session of the Strategic Plan is held at least once a year. The review can be in the form of either formal arrangement, such as meetings of senior management, or informal, where progress made during the annual operational

Question 10:

What do you think the limitations of strategic planning in universities, taking your institution's experience into account?

Answer 10:

From what we have gone through, we conclude that time and energy is necessary in order to carry out the strategic plan well. Apart from that we feel that we need a mechanism to encourage staff to better commit to the plan, like a reward scheme of some kind.

APPENDIX E: EVALUATION OF THE STRATEGIC PLANS OF THE TWO UNIVERSITIES

	Q1 (the process-models / consultants used)	Q2 (focus points of the planning)	Q3 (positive / negative impacts)	Q4 (problems / obstacles encountered)
IUM	Planning Unit under Deputy Director (Planning & Development). Organised retreats of staff to discuss the plan.	<ol style="list-style-type: none"> 1. Academic programmes 2. Students 3. Postgraduate programmes 4. Research and consultancy 5. Infrastructure/facilities 6. Human resources 7. Finance 8. Networking/smart partnership 	Positive: (a) It helps in aligning resources (b) It provides a focus (c) It's a common agreement on how to get better...to change and improve (d) It provides consistency	Time and energy constraint
UKM	Wide Participation, Strategic Planning Enrichment Committee facilitated input-acquiring sessions, improved additional inputs during the sessions and prepared a draft of the Strategic Action Plan	<ol style="list-style-type: none"> 1. The Malay Language 2. Research 3. Academic programmes 4. Internationalisation of the university 5. Students' excellence and potential 6. ICT 7. Human resource 8. Budgeting 9. Physical infrastructure and environment 10. Work-culture 	Positive: (a) Helps the university to be future oriented and set realistic goals to meet the challenges (b) Making the university more organized (c) A clearer sense of direction	(a) Difficulty of getting information (b) Additional burden of workload on staff

**The role of NF- κ B regulation of eosinophil
apoptosis and survival; Implications for the
pathogenesis of Hodgkin's disease**

Satoko Fujihara

**A thesis submitted for the degree of PhD
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University of Edinburgh

For
Kenji and Haru Suzuki

and

Masao and Yoshie Fujihara

Abstract

The role of NF- κ B regulation of eosinophil apoptosis and survival; Implications for the pathogenesis of Hodgkin's disease

In inflammatory diseases such as asthma inappropriately recruited or activated eosinophilic granulocytes may cause damage to the tissue in the respiratory tract by release of their toxic contents. This can be resolved by efficient removal of activated eosinophils from inflammatory sites. Ligation of specific cell surface receptors and the consequent triggering of diverse signal transduction pathways control eosinophil functional responsiveness and physiological programmed cell death or apoptosis. During apoptosis eosinophils undergo a series of characteristic changes (e.g. shrinkage, chromatin condensation, expression of cell surface phosphatidylserine) to shutdown their secretory capacity of toxic cell contents and marks them for 'silent' removal from inflamed sites by macrophages. However, the precise role of apoptosis in eosinophilic inflammatory disease and other diseases where eosinophils are observed in abundance (e.g. Hodgkin's disease) has not been fully elucidated.

Apoptosis is regulated by extracellular stimuli, such as TNF α , FasL, and their cell surface receptors by activating various death pathways such as the caspase pathway. However, the pro-inflammatory cytokine TNF α can also trigger the NF- κ B pathway for transcriptional activity which is responsible for synthesis of survival and pro-inflammatory proteins. There is a delicate balance between these dual pathways, pro-survival and pro-apoptotic, generated by TNF α . Inhibition of TNF α -mediated NF- κ B activation ultimately un-masks the caspase-dependent pro-apoptotic properties of TNF α . In particular, the role of NF- κ B activation in the regulation of eosinophil survival and the potential contribution of apoptosis to eosinophils presence found in Hodgkin's disease was investigated.

Activation of NF- κ B is mediated by signal-induced phosphorylation via the IKK complex by TNF α and degradation of its inhibitor, I κ B α in the cytoplasm. Degradation of I κ B α in the cytoplasm by TNF α and translocation of NF- κ B into the nucleus were determined by immunofluorescence and western blotting analysis. Various pharmacological reagents (e.g., the fungal metabolite gliotoxin and the proteasome inhibitor Mg132) and the HIV-1-TAT transduction peptide linked with I κ B α were used to stabilise and over-express I κ B α in the cytoplasm resulting in the prevention of translocation of NF- κ B into nucleus. The 11 amino acid TAT peptide linked with super-suppressive form of I κ B α (I κ B α 32,36) was for the first time produced and transduced into eosinophils, HeLa and A549 cell lines, and resulted in an inhibition of NF- κ B. Inhibition of TNF α mediated I κ B α degradation and NF- κ B activation by gliotoxin, Mg132 and TAT- I κ B α 32,36 induced significant eosinophil apoptosis and prevented NF- κ B regulated IL-8 production. It was notable however that the effect of TAT-I κ B α 32,36

was donor dependent, in that some populations of eosinophils failed to undergo enhanced apoptosis, suggesting the involvement of other pathways distinct from NF- κ B.

Hodgkin's disease (or Hodgkin's lymphoma) is characterised by a minority (about 1% of tumour mass) of neoplastic cells, the so called Hodgkin-Reed-Sternberg (HRS) cells, and where the 'tumour' mass is comprised of predominantly recruited eosinophils. However, the mechanisms responsible for this eosinophil accumulation are currently unknown. *In vitro*, eosinophils cultured with supernatant derived from HRS cells caused a profound survival of eosinophil (e.g., supernatant treated eosinophils survived up to 6 times longer than non-treated eosinophils). This effect was blocked by various NF- κ B inhibitors which caused eosinophil apoptosis, indicating the potential of NF- κ B as a target for anti-tumour therapy in Hodgkin's disease.

In summary, these data strongly suggest the important role of NF- κ B in controlling eosinophil responsiveness and apoptosis which may provide alternative therapeutic agents for the treatment of eosinophilic diseases, including asthma, eczema, rhinitis and Hodgkin's disease where eosinophils are present in abundance.

Declaration

I hereby declare that this thesis has been composed solely by myself and has not been accepted in any previous application for candidature for a higher degree. All work presented in this thesis, was, unless acknowledged, initiated and executed by myself. All sources of information in the text have been acknowledged by reference.

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Abbreviations

AA ; arachidonic acid	HUVEC ; human umbilical vein endothelial cells
AHR ; airways hyperreactivity	IAP ; inhibitor of apoptosis
AIDS ; acquired immunodeficiency syndrome	ICAM ; intracellular adhesion molecule
AIF ; apoptosis inducing factor	ICE ; interleukin-1 β -converting enzyme
AMP ; ampicillin	Ig ; Immunoglobulin
AP-1 ; Activator Protein 1	IKK ; I κ B kinase
ARDS ; acute respiratory distress syndrome	IL ; interleukin
ARM ; arginine rich motif	IκB ; inhibitor of κ B
BAF ; bronchial lavage fluid	JNK ; c-Jun N-terminal protein kinase
BAL ; broncho alveolar lavage	KDa ; kilo Dalton
BH domain ; BCL-2 homology domain	LB ; luria-bartani broth
bp ; base pairs	LD ; lymphocyte-depleted (HD)
BSA ; bovine serum albumin	LP ; lymphocyte predominant (HD)
cDNA ; complementary DNA	LPS ; lipopolysaccharide
CED ; cell death genes	LRP ; lipoprotein receptor-related protein
DC ; dendritic cells	LT ; lymphotoxin
DMEM ; Dulbecco's modified Eagle's medium	LTC4 ; leukotriene C4 synthase
DMSO ; dimethyl sulphoxide	LTR ; long terminal repeat
DTT ; dithiothriitol	MAP kinase ; mitogen activated protein kinase
E.coli ; <i>Eschericia coli</i>	MBD ; macrophage-derived chemokine
EBV ; Estein-Barr virus	MBP ; majour basic protein
ECP ; eosinophil cationic protein,	MC ; mixed cellularity (HD)
EDN ; eosinophil-delived neurotoxin	MIP ; macrophage inflammatory protein
EDTA ; Ethylenediaminetetracetic acid	MW ; molecular weight
ELISA ; enzyme-linked immunosorbent assay	NADPH oxidase ; nicotinamide adenine dinucleotide phosphate oxidase
EPO ; eosinophil peroxidase	NF-κB ; nuclear factor- κ B
ERK ; extracellular regulated kinase	NLS ; nucleus localisation signals
FADD ; Fas-associated death domain protein	NP-40 ; Nonidet P-40
FasL ; Fas ligand	NS ; nodular sclerosis (HD)
FCS ; foetal calf serum	PAF ; platelet-activating factor
FITC ; fluorescent isothiocyanate	PAGE ; polyacrylamide gel electrophoresis
fMLP ; N- formyl- methionyl-leucyl-phenylalanine, bacterial products;	PBS ; phosphate buffered saline
GM-CSF ; granulocyte-macrophage colony-stimulating factor	PCD ; programmed cell death
GST ; glutathione S-transferase	PCR ; polymerase chain reaction
HES ; hypereosinophil syndrome	PI ; propidium iodide
HIV ; human immunodeficiency virus	PI-3 kinase ; phophatidylinositol 3-kinase
HRS cell ; Hodgkin-Reed-Sternberg cell	PMN ; polymorphonuclear neutrophils
HS ; heparan surface	PSGL-1 ; P-selectin glycoprotein ligand-1

PTD; protein transduction domain
PTP; permeability transition pore
PVDF; polyvinylidene difluoride
ROS; reactive oxygen species
S-ECP; serum level of eosinophil cationic protein
SHPTP-2; Src homology 2 phosphatase 2 tyrosine phosphatase
SUMO; small ubiquitin-like modifier
TAT-32,36I κ B α ; TAT-I κ B α mutated serine 32 and 36 to Alanine
TAT-WTI κ B α ; TAT-I κ B α wild type
TNF α ; tumor necrosis factor α

TNFR; TNF receptor
TRADD; TNFR-associated death domain protein
TRAF; TNF-associated factor
UV; ultra-violet
VCAM; vascular cell adhesion molecule
WB; Western blotting
WT; wild type
XIAP; X-chromosome-linked inhibitor of apoptosis
zVAD-fmk; z-Val-Ala-DL-Asp-fluoremethyleketone

Chapter layout and aims are;

Chapter 1; General Introduction. This introduction summarises the knowledge to date on the function of eosinophils in inflammatory diseases. Then the mechanism regulating apoptosis and the NF- κ B pathway is summarised.

Chapter 3; The methodology to investigate the function of NF- κ B in granulocytes.

Methodology of studying granulocyte apoptosis was investigated. This is continuous work from our previous publication Ward *et al.*, 1999 (see appendix for the paper).

Chapter 4; The inhibition of NF- κ B un-mask the ability of TNF α to induce apoptosis in eosinophils. This study was investigated by the usage of NF- κ B inhibitors, gliotoxin and Mg132. This chapter is based on my previous publication, Fujihara *et al.*, 2002, (see appendix for the paper.)

Chapter 5; Use of TAT-I κ B α for the inhibition of NF- κ B in HeLa, A549 and eosinophils, and its effect on eosinophil apoptosis. This study was investigated by the usage of the transduction peptide HIV-1-TAT linked with I κ B α to inhibit specifically NF- κ B in HeLa, A549 cells and eosinophils. The effect of NF- κ B inhibition and apoptosis in eosinophils are investigated.